PASADENA UNIFIED SCHOOL DISTRICT

SCHOOL ACCOUNTABILITY PLAN
2018-2019

-The Single Plan for Student Achievement

Altadena Arts Magnet

19-64881-6021505
CDS Code

Date of this revision: April 23, 2018

The Single Plan for Student Achievement (SPSA) is a site plan that describes the actions and strategies that based on analysis of quantifiable and qualitative data will serve to improve student academic outcomes, student engagement, school climate and the involvement of parents and school community. The SPSA is aligned with the District Local Control Accountability Plan (LCAP) and measurable student outcomes are in support of the LCAP goals, metrics and targets for improvement. The SPSA is a plan that is developed in collaboration with input from stakeholders and finalized and approved for submission to the Board of Education by the School Site Council.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the School Plan on June 14, 2018 .

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School Vision and Mission

Mission:

It is the mission of Altadena Arts Magnet to develop caring, responsible citizens who embrace a strong sense of self and community.

The staff at Altadena Elementary School has one simple focus: to help produce citizens who are academically and socially prepared to overcome the twenty-first century's challenges of an exponentially increasing global community. We are committed to providing every student with a rigorous, balanced, and arts-integrated curriculum in a safe and productive learning environment.

Vision:

Altadena Elementary School is a nurturing, rigorous school for every child where college and career-bound students achieve through high academic standards, visual and performing arts, and French dual language immersion.

Our motto states,"Many Voices. One Song. Rising to Greatness! Plusieures voix. Une seule chanson. S'elevant versla grandeur!"

School Profile Description

Please include:
- geographical, social, cultural, educational and economic community base
- grade levels/school configuration
- student enrollment figures/trends
- poverty level (e.g., percentage of students that are on free/reduced price lunch)
- feeder program and schools
- language, racial and ethnic make-up of the student body
- school staffing
- school facilities, including technology, library and media resources
- how the school community works together to establish and promote the culture of the school
- description of how the school provides individual student academic assessment results in language the parents understand, including an interpretation of those results
- other important characteristics of the school and

Geographical, Social, Cultural, Educational and Economic Community Base:

Altadena Elementary School has a very special heritage, having been built on the present site in 1903. Altadena Elementary can be reached by traveling north on Lake Avenue to Calaveras Street, then west on Calaveras Street to El Molino. The PreK-5th grade Altadena campus is located on the corner of Calaveras and El Molino. Altadena Elementary School is one of the 18 elementary schools in the Pasadena Unified School District. Our school's community is highly supportive of our school and helps set the high academic goals for all of our students.

Grade Levels/School Configuration:

Altadena Elementary is a Full Inclusion school and serves both regular education and special education students in grades Pre K through Fifth. The school has a full day Kindergarten program. The staffing ratio for grades K through Fifth is 25:1. All 11 of our classroom teachers, 3 Inclusion Specialists, and 1 Instructional Coache are classified as highly qualified and have the appropriate credentials for their positions. Currently, there is one Kindergarten class, one Kindergarten/First combination class, one First grade class, one Second grade class, one Second/Third combination class, one Third grade class, one Fourth grade class, and two Fifth grade classes. In addition, Altadena Arts Magnet's inclusion program offers one Learning Lab with two and 1/2 Special Education teachers to meet the specific needs of our students with Special Education IEPs. One full-time Instructional Coach supports all teachers at Altadena in their implementation of all curriculum. One full time RtI Coach supports the MTSS/RtI system of positive behavior supports. One Behavior Aide works with RtI to support students in making positive choices. One Art TOSA has been added this year to support teachers in creating arts-integrated units of study and also to provide distinct visual arts instruction to all students. One Magnet Grant Coordinator TOSA has been added to manage the grant and to help build community and arts partnerships within the school. Altadena Elementary also boasts a Run Club Program Monday-Friday (M,W,F students run for 9 minutes, T-Th, students do Circuit Training for 9 minutes).

Student Enrollment Figures/Trends:
Currently, 250 students are enrolled in the Kindergarten through 5th grade. Enrollment has fluctuated over the past five years. In 2015-2016, 298 students were enrolled compared to 263 students in the 2014 - 2015 school year. In the 2013-2014 school year, 283 students were enrolled in grades pre-Kindergarten through Five. From 2010, enrollment figures show a steady increase in the number of students Special Education IEPs. In 2017-18, 42 students, 18% of the population, in grades Kindergarten through 5th are receiving Special Education services.
The Inclusion Pre-Kindergarten program reopened this year with a total of 33 students enrolled in the morning and afternoon programs. Of the 33 students, 15 are receiving Special Education services.

Poverty Level (e.g., percentage of students that are on free/reduced price lunch):
This year, 86% of Altadena School's students participate in the Free/Reduced Lunch Program, which is equivalent to the prior year and 7-percentage points less than the 2014 - 2015 school year. Based on the level of participation in the Free/Reduced Lunch Program, 86% of Altadena School's students are Socioeconomically Disadvantaged.

Feeder Program and Schools:
Altadena Arts Magnet feeds into Eliot Arts Magnet.

Language, Racial and Ethnic Make-up of the Student Body:
Altadena Elementary School has a diverse student body, with 65% self-identified as Hispanic/Latino and 28% self-identified as Black or African American (Non-Hispanic). Of the remaining 11%, 3% are White, 1% are Filipino, and 3% are unidentified or Multi-Ethnic. The Home Language Survey results indicate that 67% of the students speak English only, 32% speak Spanish, and 1% speak a language other than English or Spanish. Additionally 33% of the students at Altadena School are classified as English learners. 18% of the students are receiving Special Education services.

School Staffing:
Altadena Arts Magnet has 15 fully credentialed teachers and/or certificated staff who meet all credential requirements in accordance with State of California guidelines. There were no teacher misassignments/vacancies for the 2017-2018 school year. 100% of classes are taught by No Child Left Behind (NCLB) compliant teachers.

School Facilities, including Technology, Library and Media Resources:
Altadena Arts Magnet is currently comprised of 30 classrooms, a Turnaround Room, a Speech Therapy Room, a School Psychologist office, one Learning Lab, a LEARNS Tutoring Room, a D'VEAL Services Room, an Innovation Lab, a Staff Lounge, a Nurse's Office, a Staff Workroom, one Parent/Community Room, a Front Office, a Cafeteria/Auditorium, two offices, and three playgrounds (Pre-K/K yard, asphalt-covered yard, and grass field).

Computer skills and concepts are integrated throughout the standard curriculum so as to prepare students for technological growth and opportunities. The school boasts 297 Chromebooks, 50 Writers, 30 iPods, and 30 iPads. All teachers have been issued a PUSD-owned Chromebook to support their professional technological needs. PUSD Instructional Technology Department has identified and trained a Teacher Tech Leader on site. Students receive computer-assisted instruction and technology integrated instruction on a regular schedule. Approved applications and extensions can be accessed to assist students in their development of critical thinking skills, technological skills, and mathematical proficiency.

How the School Community Works Together to Establish and Promote the Culture of the School:
The Altadena Arts Magnet school community helps to set high academic goals for all of our students. The faculty provides a rigorous and balanced instructional program based on the California State Standards and is supported by a school community that works together to establish and promote a culture of teamwork, high expectations, and success as well as a positive climate for learning and achieving. The new Magnet Grant Coordinator works within the community to promote the school. Principal has entered into a formal community partnership with MonteCedro retirement community across the street.

As an integral part of our school's educational program, all students are encouraged to participate in the school's academic and extracurricular activities designed to promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Those activities include, but are not limited to, Math Field Day, African American History Bee, LEARNs Cheer, Football Team, Soccer Team, and Science Innovation Exposition. As such, students at Altadena Arts Magnet are guided by specific rules and expectations that promote respect, responsibility, and safety. The overarching goal is to provide students with opportunities to learn and display self-discipline and to make positive choices. Furthermore, here at Altadena Arts Magnet, students' academic progress, good behavior, and achievements are recognized and celebrated during monthly school-wide assemblies.

Students have the opportunity to participate in the after-school LEARNS program. The LEARNS program provides students with one hour of academic studies, one hour of homework help, and one hour of enrichment. The LEARNS program works closely with the staff at Altadena Arts Magnet to support the academic growth of students and to that end, has recently hired a French speaking Youth Leader. Altadena Arts students also have the choice to sign up for Boys and Girls Club or Can Do Kids after school.

Altadena Arts Magnet has also opened a new French Dual Language Immersion Program and become a recent recipient of a multi million dollar arts magnet grant. With the grant, Altadena Arts students will receive up to 12 hours per week of distinct and arts-integrated instruction. Students will have access to all four art forms: Dance, Theatre, Music, and Visual.

Description of How the School Provides Individual Student Academic Assessment Results in Language the Parents Understand, Including an Interpretation of those Results:
Various measures of student achievement are used as an ongoing part of the quality instructional program at Altadena Arts Magnet. These measure students' actual progress as well as the effectiveness of the instructional program. ELA, Math, and Science Trimester Assessments are given to all grades to monitor students' progress in core subject areas. Altadena Arts Magnet provides individual student academic assessment results and an interpretation of those results in various ways and in the languages the parents understand. The following are used to ensure that all parents are regularly communicated with and understand the information:
• Trimester Report Cards are available in English and the student's home language.
• Progress Reports bearing ELA Assessment Scores, Math Assessment results and results from other class assessments (both formal and informal) for all core subjects (ELA, Math, Social Studies, and Science) are
available in English and the student's home language.
• Teachers avail themselves for conferences with parents regarding their child's progress. as needed,

Other Important Characteristics of the School:
Altadena Arts Magnet is continually working towards improving student achievement. As such, the school is continually seeking ways to ensure progress and achievement through ongoing professional development and analyses of student assessment data. The school continues to nurture relationships with community organizations such as MonteCedro Creative Living Facility, Altadena NAACP, Altadena Public Library, and Altadena Historical Society.

School Data for 2017-2018 School Year (Prior Year)

Student Enrollment by Group

Student Demographics			Culture/Climate		
	#	**%**		**16-17**	**17-18**
African American	67	27.1%	**Attendance %**	94.1	93.2
Asian	0	0%	**Truancy %**		
Hispanic/Latino	149	60.3%	**Suspensions**		
White	19	7.7%	**# of**	30	58
Multiple/No Response	10	4%	**# of individual students**	18	29
Other	1	.4%	**Referral for Expulsions**		
English Learner	44	18%	**# mandated**	0	1
Socio-Econ. Disadvantaged	219	85.9%	**# permissive**	0	0
Special Education	42	17%			
Foster Youth	11	4.4%			
Total Enrollment:	256				

Reclassification

Target	15% increase
% of students who reclassified	4%
% of students that moved up by 1+ levels	76%

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	**All Students Performance**	**Total Student Groups**	**Student Groups in Red/Orange**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	◑	5	4
English Learner Progress (1-12)	✳	1	0
Graduation Rate (9-12)		N/A	N/A
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)	◑	5	5
Mathematics (3-8)	◑	5	5

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: ◔ Red (Lowest Performance) ◑ Orange ◔ Yellow ✿ Green ✳ Blue (Highest Performance)

Conclusions based on this data:

1. We need to implement more positive behavior management strategies and to decrease suspension rate.

2. We need to work more deeply on campus culture to decrease suspension rates.

3. We need to further differentiate ELA and Math instructional practices to increase proficiency in those subjects.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	**Cumulative Enrollment**	**Chronic Absenteeism Count**	**Chronic Absenteeism Rates**
African American	80	22	27.5
Hispanic or Latino	181	32	17.7
White	16	5	31.3

Conclusions based on this data:

1. We need to develop better systems to raise attendance rate to 97%.

School and Student Performance Data

Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		293	High 5.8%	Increased +1.7%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		293	High 5.8%	Increased +1.7%
English Learners		76	Medium 1.3%	Declined -0.7%
Foster Youth		25	Very High 12%	Declined Significantly -8.8%
Homeless		21	High 4.8%	Maintained +0.2%
Socioeconomically Disadvantaged		253	Very High 6.3%	Increased Significantly +2.6%
Students with Disabilities		62	Very High 9.7%	Increased Significantly +6.7%
African American		80	Very High 12.5%	Increased Significantly +3.7%
American Indian		2	*	*
Asian		1	*	*
Filipino		2	*	*
Hispanic		181	High 3.9%	Increased +1.5%
Two or More Races		9	*	*
White		16	Very Low 0%	Declined Significantly -6.3%

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. We need to develop strategies to lower our suspension rate particularly within subgroups such as, African American, students with disabilities and socioeconomically disadvantaged.

School and Student Performance Data

Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Learner		65	High 83.1%	Increased Significantly +20.3%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	**Students Performance**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 1.3%	Declined -0.7%
English Learner Progress (1-12)		High 83.1%	Increased Significantly +20.3%
English Language Arts (3-8)		Very Low 77.4 points below level 3	Declined -3.7 points
Mathematics (3-8)		Low 81 points below level 3	Maintained +1.4 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. We need to spend more designated time training our teachers to deliver ELD instruction within their classrooms to raise proficiency of our English learners in ELA.
2. We need to create a Math block in the fall of 2018 to raise proficiency levels of our English learners in Math.

School and Student Performance Data

Status and Change Report

Graduation Rate

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

This report shows the performance level, or colors, for each student group on the Graduation Rate Indicator. It also shows status (current year data) and change (prior year data).

Fall 2017 Graduation Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		N/A		N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: ⬤ Red (Lowest Performance) ⬤ Orange ⬤ Yellow ⬤ Green ⬤ Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

College/Career

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status (Percent Prepared)	Change
College/Career	N/A	N/A		N/A

This report shows the status level for student groups on the College/Career Indicator. A color-coded performance level will be reported for the first time in the fall of 2018.

Fall 2017 College/Career Report				
Student Group	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	N/A		N/A

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Assessment Performance Results

Assessment	Number of Students	Status	Change
English Language Arts (Grade 11)			

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Language Arts (3-8)		137	Low 69.3 points below level 3	Maintained +2.9 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		137	Low 69.3 points below level 3	Maintained +2.9 points
English Learners		45	Very Low 77.4 points below level 3	Declined -3.7 points
Foster Youth		3	*	*
Homeless		14	Very Low 80.2 points below level 3	Maintained -0.5 points
Socioeconomically Disadvantaged		120	Very Low 72.9 points below level 3	Maintained +1.7 points
Students with Disabilities		32	Very Low 107.9 points below level 3	Declined -12.5 points
African American		33	Very Low 77.2 points below level 3	Increased +7.8 points
Hispanic		94	Low 65.6 points below level 3	Maintained -0.2 points
Two or More Races		5	*	*
White		5	*	*

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	**Number of Students**	**Status**	**Change**
EL - Reclassified Only	18	Low 47.4 points below level 3	Declined Significantly -27.2 points
EL - English Learner Only	27	Very Low 97.4 points below level 3	Maintained +2.3 points
English Only	81	Low 67.9 points below level 3	Increased +6.4 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	**Number of Students**	**Level 1**	**Level 2**	**Level 3**

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Teachers need more professional development on Balanced Literacy including Word Work, Writers and Readers Workshop to raise proficiency levels in ELA.
2. Our English learners, socioeconomically disadvantaged and African American students need more targeted support to achieve proficiency in ELA.

School and Student Performance Data

Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Mathematics (3-8)		137	Low 80.5 points below level 3	Maintained +0.6 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		137	Low 80.5 points below level 3	Maintained +0.6 points
English Learners		45	Low 81 points below level 3	Maintained +1.4 points
Foster Youth		3	*	*
Homeless		14	Low 82.7 points below level 3	Declined -9.6 points
Socioeconomically Disadvantaged		120	Low 83.1 points below level 3	Maintained -1.3 points
Students with Disabilities		32	Very Low 118.3 points below level 3	Declined Significantly -24.9 points
African American		33	Very Low 103.2 points below level 3	Declined -10.9 points
Hispanic		94	Low 73.5 points below level 3	Maintained +1.6 points
Two or More Races		5	*	*
White		5	*	*

Additional Math Assessment Data for English Learners

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	**Number of Students**	**Status**	**Change**
EL - Reclassified Only	18	Low 41 points below level 3	Increased +7.3 points
EL - English Learner Only	27	Very Low 107.7 points below level 3	Declined -8.7 points
English Only	81	Low 81.5 points below level 3	Maintained +1.4 points

Math California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	**Number of Students**	**Level 1**	**Level 2**	**Level 3**

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: ⬤ Red (Lowest Performance) ⬤ Orange ⬤ Yellow ⬤ Green ⬤ Blue (Highest Performance)

Conclusions based on this data:

1. We need to add a Math Block to our fall semester to offer targeted Math instruction to homogeneous groupings of students based on skills to achieve proficiency in Mathematics.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	**2016**	**2017**
English Learners	62.8%	83.1%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator		
Student Group	**Prepared**	**Approaching Prepared**	**Not Prepared**

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8)		
Indicator	**2016**	**2017**
English Language Arts	72.2 points below level 3	69.3 points below level 3
Mathematics	81.1 points below level 3	80.5 points below level 3

Assessment Performance Results for Grade 11		
Indicator	**2016**	**2017**
English Language Arts	N/A	
Mathematics	N/A	

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. There needs to be a more focused approach to instructional strategies and rigor.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	**2016**	**2017**
Suspension	4.1% (14)	5.8% (17)

Conclusions based on this data:

1. The use of the Turnaround Room and Behavior Interventionist will reduce suspension rates by 50%.

2. The addition of the Coordinator 1 to aid with Equity and Access on the school site will decrease negative student behavior leading to a loss of instructional minutes.

School and Student Performance Data

Detailed Report

Academic Engagement

Graduation			
Indicator	**2015**	**2016**	**2017**
Graduation	N/A	N/A	N/A

Conclusions based on this data:

1.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group Performance for State Indicator							
Student Group	**Chronic Absenteeism**	**Suspension Rate**	**English Learner Progress**	**Graduation Rate**	**English Language Arts**	**Mathematics**	**College/Care er**
All Students		🟠	🔵		🟠	🟠	
English Learners		🟢			🔴	🟠	
Foster Youth							
Homeless							
Socioeconomically Disadvantaged		🔴			🔴	🟠	
Students with Disabilities		🔴			🔴	🔴	
African American		🔴			🟠	🔴	
American Indian							
Asian							
Filipino							
Hispanic		🟠			🟠	🟠	
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. Through the use of Balanced Literacy and deeper professional development on rigor, student achievement will rise by 50% across all subgroups in ELA and Math.

Planned Improvements for Student Performance - Summary of School Targets for School Year 2017-2018

Area of Focus	Measurable Outcomes (Targets)
Math	By May 2019, 30% of students in 3rd, 4th and 5th grades will meet or exceed grade level standards in mathematics as measured by the 2018 CAASPP-SBAC.
English Language Arts	By May 2019, 30% of students in 3rd, 4th and 5th grades will meet or exceed grade level standards in English Language Arts as measured by the 2018 CAASPP-SBAC.
Closing the Gap- must include one indicator for EL	By May 2019 75% of ELs will advance one level on the English proficiency scale, as measured by the ELPAC. By May 31, 2019 50% of English learners will meet or exceed grade level benchmark of the Informal Reading inventory. By May 31, 2019 students in all significant subgroups including; 50% African American, 10% Socially Economically Disadvantaged, and 15% Special Education will meet or exceed grade level benchmark of the Informal Reading inventory.
Parent and Community Engagement	By June 2019, 50% of the parents/guardians will have attended at least two of the six family engagement nights such as, Back to School Night, Movie Nights, Open House, Reading Night, Cafe con Scheckel, Science Fair, and other themed school-wide events. By June 2019, active participation in ELAC, AAPC and PTA will have increased by 25% as compared to the prior school year.
School Safety, Climate and Culture	By December 2018, Altadena Arts Magnet will have trained all staff in Capturing Kids Hearts and MTSS practices decreasing suspension rates by 25% as compared to the prior school year. By June 2019, all teachers at Altadena Arts Magnet will receive at least 50 hours of professional development (e.g., workshops, courses, coaching) directly related to the development and integration of positive behavior supports and interventions.
School Selected*	VAPA/Magnet: By June 2019, all students at Altadena Arts Magnet will receive magnet theme instruction for at least 6 hours per week. By June 2019, at Altadena Arts Magnet, teachers will receive at least 50 hours of professional development (e.g., workshops, courses, coaching) directly related to the development and integration of the arts magnet theme.

Graduation/Career and College Ready (High Schools Only) – must include an indicator for CAHSEE	N/A

* Select one of the following: Science, Social Studies/History, VAPA, Technology, Special Education.

	PRIORITIES	CDE MEASURES(not exhaustive list) These are the measures identified within the LCAP as per CDE
Conditions for Learning	Basics **(B)**	• Rate of teacher misassignment • Student access to standards-aligned instructional materials • Facilities in good repair
	Implementation of CCSS **(CCSS)**	• Implementation of CCSS for all students, including EL's and students
	Course Access **(CA)**	• Student access and enrollment in a broad course of study that includes all of the subject areas
Student Outcomes	Student Achievement **(SA)**	• Performance on standardized tests • Score on API • Share of students that are college and career ready • Share of ELs that become English proficient • EL reclassification rate • Share f students that pass AP exams with 3 or higher • Share of students determined prepared for college as measure by the EAP
	Other Student Outcomes **(OSO)**	• Other indicators of student performance in required areas of study. May include performance on other exams
Engagement	Parent Involvement **(PI)**	• Efforts to seek parent input • Promotion of parental participation
	Student Engagement **(SE)**	• School attendance rates • Chronic absenteeism rates, • Middle and high school drop out rates • Graduation rates
	School Climate **(SC)**	• Student suspension rates • Student expulsion rates • Other local measures

Planned Improvements in Student Performance – Target/Goal Page

LCAP GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Area of Focus:	School Safety, Climate and Culture (LCAP Goal 3)
X Math (LCAP Goal 1)	Graduation/College and Career Ready (LCAP Goal 1)
English Language Arts (LCAP Goal 1)	School Selected (circle one): Science, Social Studies/History, VAPA, Technology,
Closing the Gap (LCAP Goal 1)	Special Education,
Parent and Community Engagement (LCAP Goal 4)	

Narrative:

Although assessment results still need to improve, the teachers have reported success in the areas of mathematics instruction. The availability of site and district instructional coaches has been well received and appreciated. Monday PD time and B Meetings have been used by teachers to collaborate with grade level teams and learn new practices. Teachers have witnessed the positive effects of praising individual students, groups of students, and the whole class on their success in math. Work displayed on the walls and shared with families is also considered a productive way to support the students progress. Regarding assessment, some teachers have reported that their students did well when working with paper and pencil. Technology was also used often to implement the Front Row program and new IReady program. All classes had chromebooks easily accessed on a regular basis. A few teachers commented that their implementation of math journals supported the students in their abilities to record their thinking process when working on math problems. This also improved their note taking skills. 3rd - 5th grade teachers found it beneficial for the students to review their multiplication facts regularly and Front Row also assisted in reviewing skills.

Challenges regarding math instruction included the need for more intervention services for struggling students and also support for combination classes. A few teachers commented that teaching academic language to English Learners was also challenging. The need to implement the Math Benchmark Assessments in a 1:1 format for kindergarten and first grade is difficult; additional coverage is needed in order for the teacher to adequately assess her students. Many teachers felt that many of their students lacked proficiency in basic operational skills and this limited their progress. Therefore, they are open to having Math intervention blocks.

A request for next year is more time for grade level collaboration in order to identify best practices such as how to identify the specific problem in word problems, how to create flexible instructional groups, and implementation of new math program school wide, how to support students completing an technology-based assessment, more time to collaborate with grade level teams and Education Specialists, and more time to analyze math scores to determine instructional groups. Materials that need to be ordered include 3-dimensional shapes and more headphones.

Measurable Outcomes: LCAP metrics-schools can include additional

Increase the number of students scoring meets or exceeds on the CAASPP Math assessment by 10 percentage points.

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?		When will we implement our strategy?
Kindergarten: 80% of students in Kindergarten will master all of the math standards as evidenced by the results of iReady Placement Diagnostic Assessment. 1st Grade: Fewer than 70% of the students in first grade mastered the following standards, as evidenced by the results of the T-1 and T-2 benchmark assessments in 2016-2017: MA.1.NBT.B.2 MA.1.OA.C.5 MA.1.OA.D.8 Areas of Focus: Place value, relate counting to addition and subtraction, and determining the unknown whole number in an addition or subtraction problem relating to three whole numbers.	• Daily activities will focus on Common Core State Standards and all the components of a rigorous mathematics program, with particular attention to number sense, algebraic reasoning, measurement, geometry, operations, factoring, problem solving, statistics, data analysis, and probability. • Intervention, coaching and PD provided by administrator, instructional coaches, resource staff. • Use of technology, manipulatives, and visuals, and flexible grouping as instructional strategies. • Explicit teaching and increase use of academic language. • Analyze assessment data and use the analysis to drive instruction,intervention, and student groupings.	• On weekly teacher generated assessments, 75% of the students will meet or exceed grade level standards. • By the end of the first trimester, 25% of the students at each grade level, will meet or exceed grade level standards in Math, as measured by the iReady Placement Diagnositc Assessment. • By the end of the second trimester, 50% of the students at each grade level will meet or exceed the standards in Math, as measured by the iReady Placement Diagnositc Assessment.	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	District Funded 80,000 District Funded 40,000 Title I 40,000 General Fund 16,000		Aug 2017 - June 2018

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	• Professional development focused on rigor, stamina, and best practices in mathematics. • Time for teachers to collaborate in grade level and vertical teams. * Purchase headphones for all students. * More SBAC Interface practice time for primary grades. * More collaboration time to thoroughly discuss how to address standards before the launch of each unit. * Use Engage NY as a resource. * RTI for math. * Promote mathematical discourse and vocabulary. * Include paper/pencil assessment to corroborate iReady assessment. * More focus on Numbers & Operations domain. * More time to analyze				

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	data for areas of strengths/weaknesses after assessments to get ready for CAASPP.				
2nd Grade: Fewer than 50% of the students in second grade mastered the following standards, as evidenced by the results of the T-1 and T-2 benchmark assessments in 2016-2017: MA.2.G.A.3 MA.2.MD.C.8 MA.2.NBT.A.4 Areas of Focus: Place value (comparing two three-digit numbers using symbols), solve word problems involving money, and describing wholes as halves, thirds, half of, a third of, etc.	• Daily activities will focus on Common Core State Standards and all the components of a rigorous mathematics program, with particular attention to number sense, algebraic reasoning, measurement, geometry, operations, factoring, problem solving, statistics, data analysis, and probability. • Intervention, coaching and PD provided by administrator, instructional coaches, resource staff. • Use of technology, manipulatives, and visuals, and flexible grouping as instructional strategies. • Increase use of academic	• On weekly teacher generated assessments, 75% of the students will meet or exceed grade level standards. • By the end of the first trimester, 25% of the students at each grade level, will meet or exceed grade level standards in Math, as measured by theiReady Placement Diagnositc Assessment. • By the end of the second trimester, 50% of the students at each grade level will meet or exceed the standards in Math, as measured by theiReady Placement Diagnositc Assessment.			Aug 2017 - June 2018

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	language. • Analyze assessment data and use the analysis to drive instruction,intervention, and student groupings. • Professional development focused on rigor, stamina, and best practices in mathematics. • Time for teachers to collaborate in grade level and vertical teams.				
3rd Grade: Fewer than 50% of the students in third grade mastered the following standards, as evidenced by the results of the T-1 and T-2 benchmark assessments in 2016-2017: MA.K-12.MP.2 MA.3.MD.A.1 MA.3.MD.B.4 MA.3.NBT.A.1 MA.3.NF.A.2.b MA.3.NF.A.3 MA.3.NF.A.3.d MA.3.NF.A.3.a MA.3.OA.A.2 MA.3.OA.B.5	• Daily activities will focus on Common Core State Standards and all the components of a rigorous mathematics program, with particular attention to number sense, algebraic reasoning, measurement, geometry, operations, factoring, problem solving, statistics, data analysis, and probability. • Intervention, coaching and PD provided by administrator,	• On weekly teacher generated assessments, 75% of the students will meet or exceed grade level standards. • By the end of the first trimester, 25% of the students at each grade level, will meet or exceed grade level standards in Math, as measured by the iReady Placement Diagnositc Assessment.			Aug 2017 - June 2018

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
MA.3.OA.D.9 Areas of Focus: interpreting whole-number quotients of whole numbers, application of properties of operations as strategies to multiply and divide, identify and explain arithmetic patterns, tell and write time to the nearest minute and measure time intervals, generate measurement data by using measurement lengths, round numbers to nearest 10 or 100, represent fractions on a number line, and explain and compare fractions.	instructional coaches, resource staff. • Use of technology, manipulatives, and visuals, and flexible grouping as instructional strategies. • Increase use of academic language. • Analyze assessment data and use the analysis to drive instruction,intervention, and student groupings. • Professional development focused on rigor, stamina, and best practices in mathematics. • Time for teachers to collaborate in grade level and vertical teams.	• By the end of the second trimester, 50% of the students at each grade level will meet or exceed the standards in Math, as measured by the iReady Placement Diagnositc Assessment.			
4th Grade: Fewer than 50% of the students in fourth grade mastered the following standards, as evidenced by the results of the T-1 and T-2 benchmark assessments in 2016-2017: MA.4.G.A.1	• Daily activities will focus on Common Core State Standards and all the components of a rigorous mathematics program, with particular attention to number sense, algebraic reasoning,	• On weekly teacher generated assessments, 75% of the students will meet or exceed grade level standards. • By the end of the first			Aug 2017 - June 2018

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
MA.4.G.A.2 MA.4.G.A.3 MA.4.NBT.A.1 MA.4.NBT.A.2 MA.4.NBT.A.3 MA.4.NBT.B.4 MA.4.NBT.B.5 MA.4.NBT.B.6 MA.4.OA.A.1 MA.4.OA.A.3 MA.4.NF.A.2 MA.4.NF.B.3 MA.4.NF.B.4 MA.4.NF.C.5 MA.4.NF.C.6 MA.4.NF.C.7 Areas of Focus: Drawing and identifying lines and angles, classify shapes by properties of their lines and angles, generalize place value understanding for multi-digit whole numbers, use place value understanding and properties to perform multi-digit arithmetic, compare two fractions with different numerators and denominators, understand a fraction a/b with a>1 as a sum of fractions 1/b, understand decimal notation for fractions, and compare fractions.	measurement, geometry, operations, factoring, problem solving, statistics, data analysis, and probability. • Intervention, coaching and PD provided by administrator, instructional coaches, resource staff. • Use of technology, manipulatives, and visuals, and flexible grouping as instructional strategies. • Increase use of academic language. • Analyze assessment data and use the analysis to drive instruction,intervention, and student groupings. • Professional development focused on rigor, stamina, and best practices in mathematics. • Time for teachers to collaborate in grade level and vertical teams.	trimester, 25% of the students at each grade level, will meet or exceed grade level standards in Math, as measured by the iReady Placement Diagnositc Assessment. • By the end of the second trimester, 50% of the students at each grade level will meet or exceed the standards in Math, as measured by the iReady Placement Diagnositc Assessment.			

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
Fifth Grade: Fewer than 50% of the students in fifth grade mastered the following standards, as evidenced by the results of the T-1 and T-2 benchmark assessments in 2016-2017: MA.5.NBT.A.1 MA.5.NBT.A.2 MA.5.NBT.A.3 MA.5.NF.A.2 MA.5.NF.B.3 MA.5.NF.B.4 MA.5.NF.B.5 MA.5.NF.B.6 Areas of Focus: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its rights adn 1/10 of what it represents in the place to its left; solve word problems involving addition and subtraction of fractions referring to the same whole; interpret a fraction as division of the numerator by the denominator; multiplication of fraction or whole number by a fraction; interpret multiplication as scaling; and solve real world problems involving multiplication of fractions and mixed numbers.	• Daily activities will focus on Common Core State Standards and all the components of a rigorous mathematics program, with particular attention to number sense, algebraic reasoning, measurement, geometry, operations, factoring, problem solving, statistics, data analysis, and probability. • Intervention, coaching and PD provided by administrator, instructional coaches, resource staff. • Use of technology, manipulatives, and visuals, and flexible grouping as instructional strategies. • Increase use of academic language. • Analyze assessment data and use the analysis to drive instruction,intervention, and student groupings. • Professional	• On weekly teacher generated assessments, 75% of the students will meet or exceed grade level standards. • By the end of the first trimester, 25% of the students at each grade level, will meet or exceed grade level standards in Math, as measured by the iReady Placement Diagnositc Assessment. • By the end of the second trimester, 50% of the students at each grade level will meet or exceed the standards in Math, as measured by the iReady Placement Diagnositc Assessment.			Aug 2017 - June 2018

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	development focused on rigor, stamina, and best practices in mathematics. • Time for teachers to collaborate in grade level and vertical teams.				

Planned Improvements in Student Performance – Target/Goal Page

LCAP GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Area of Focus:
   Math (LCAP Goal 1)
 X English Language Arts (LCAP Goal 1)
   Closing the Gap (LCAP Goal 1)
   Parent and Community Engagement (LCAP Goal 4)
	School Safety, Climate and Culture (LCAP Goal 3)
	   Graduation/College and Career Ready (LCAP Goal 1)
	 School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

Narrative:

Teachers are emerging in the delivery of English Language Arts instruction within the Balanced Literacy model. Contributing factors to this progress are lesson demonstrations, observations, and feedback provided to the teachers from the Site Instructional Coach. Professional Development on at staff meetings have afforded teachers time to share best practices such as flexible grouping, how to teach guided reading lessons, how to give the informal reading inventory, and how to create and adjust student groups based on instructional needs. Some teachers use their B Mondays to further collaborate with colleagues and use the time to analyze assessment results. Some teachers are continuing to use Thinking Maps and Scholastic News as instructional resources and have positive results from this use. One grade level has organized a time for pre-teaching academic language to English Learners which has benefitted the students.

The only significant subgroup who increased in proficiency of ELA standards is African American by 7.8 points. The rest of the students in all groups maintained or decreased.

Teachers have also reported challenges towards making satisfactory progress in ELA. One common request is to find more time for teachers to collaborate with each other and the special education team. Professional development needs are learning best practices to explicitly teach students how to find evidence to prove their answers in the text, how to improve students' retention of academic vocabulary, how to teach word work skills, and how to teach the necessary skills to take a reading test on the computer such as how to refer back to electronic text when answering a question. Other challenges expressed by individual teachers are that some guided reading groups were too large to be fully effective and they experienced an imbalance of focus on reading comprehension leaving other skills underdeveloped.

Requests made by teachers include continued coaching in the classroom, finding a way to provide grade level collaboration even if there is only one teacher at the grade level, and to perhaps add breakout time to one A Monday per month for the analysis of data.

Measurable Outcomes: LCAP metrics-schools can include additional

Increase the number of students scoring meets or exceeds on the CAASPP ELA assessment by 30 percentage points.
Increase the number of students reading at benchmark on the Informal Reading Inventory at end of 3rd grade by 10 percentage points.

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
Kindergarten: 66% of our Kindergarten students (not including DLIP) are meeting grade level standards in reading based on mid-year IRI's. Based on this info, we propose 70% for next year.

KInder DLIP: 55% of our DLIP Kinders are meeting grade level standards in reading based on mid-year IRI's. Based on this info, we propose 60% for next year.

1st grade: 35% of our 1st graders (not including DLIP) are meeting grade level standards in reading based on mid-year IRI's. Based on this info, we propose 50% for next year.

1st Grade DLIP: 90% of our DLIP 1s graders are meeting grade level standards in reading based on mid-year IRI's. Based on this info, we propose 90% for next year.

2nd Grade: 72% currently meeting grade level standards. Based on this info, we propose 75% for next year.

3rd Grade: 25% currently meeting grade level standards. | • Daily activities will focus on Common Core State Standards and all the components of a comprehensive Balanced Literacy program, with particular attention to instructional rigor in vocabulary development, reading comprehension, written conventions, and the writing process.

Intervention, coaching and PD provided by Instructional Coach.

Explicit instruction on the parts of the sentence, spelling, and punctuation

Use of Writing Workshop, Step-Up to Writing, Thinking Maps, Daily Language Review, and flexible grouping, as instructional strategies.

Increase use of academic language.

Analyze assessment data and use the analysis to drive instruction, intervention, and student groupings.

Continued classroom observations with timely feedback from administrator, | • On weekly teacher generated assessments, 75% of the students will meet or exceed grade level standards.

• By the end of the first trimester, 25% of the students at each grade level, will meet or exceed grade level standards in English language arts, as measured by the Fountas & Pinnell Informal Reading Inventory and site-selected writing assessment.

• By the end of the second trimester, 50% of the students at each grade level will meet or exceed the standards in English language arts, as measured by the Fountas & Pinnell Informal Reading Inventory and site-selected writing assessment. | 1000-1999: Certificated Personnel Salaries | District Funded   120,000.00 | Aug 2018 - June 2019 |

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
Based on this info, we propose 35% for next year. 4th grade: 57% currently meeting grade level standards. Based on this info, we propose 65% for next year. 5th grade: 19% currently meeting grade level standards. Based on this info, we propose 25% for next year.	instructional coach, and resource teacher. Time for teachers to collaborate in grade level and vertical teams. Continue RTI rotations for reading. Continue with Balanced Literacy techniques. Incorporate new learnings from Reading and Writing Units of Study/Workshop model that will be learned from summer trainings. Phonics, decoding instruction, and grammar and fluency: currently needs to be strengthened within Balanced Literacy. We propose finding more resources in addition to using Words Their Way and also incorporating these areas into mini-lessons during workshop time. We will monitor the progress of these strategies by looking at end-of-unit productions (like writing celebrations), IRI scores, and more frequent progress monitoring. We suggest that progress monitoring be done using running records and that these be done more frequently with our below				

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	grade level students. To increase SBAC scores, we suggest CAASPP test taking strategies focus which should be introduced earlier in the school year and not just reserved for a month before CAASPP testing. Assessments that mirror the SBAC should be sought out and presented in a meaningful, fun way throughout the year. The younger grades can also prepare students for future testing through more keyboarding skills. Also, we need to stress the importance of the CAASPP to our students: having a school-wide data assembly (like was done this year), raising awareness about the test (even in earlier grades), and having each child review their own scores from last year.				

Planned Improvements in Student Performance – Target/Goal Page

LCAP GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Area of Focus:
  Math (LCAP Goal 1)
  English Language Arts (LCAP Goal 1)
X Closing the Gap (LCAP Goal 1)
  Parent and Community Engagement (LCAP Goal 4)
	School Safety, Climate and Culture (LCAP Goal 3)
	  Graduation/College and Career Ready (LCAP Goal 1)
	School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

Narrative:

With the dissolution of the CELDT and the addition of the ELPAC, it appears our English Language Learners have made no growth. However, the timelines are different and therefore, we do not yet have data on their progress based on this new assessment tool.

In 2017, Altadena experienced a reclassification rate of 29.4% which was an increase from the prior year.

Successful practices that the teachers want to continue include data chats with EL students at the beginning of the year to review their progress on the CELDT and set goals for the year, Individual Learning Plans for 4th and 5th grade students who have not made progress on the ELPAC, and standards-based ELD lessons.

In order to increase the achievement of English Learner students, the Altadena ES ELAC recommends to continue Data Chats, ILPs, Saturday school, summer CELDT preparation, Balanced Literacy teaching practices, and to make sure teachers receive the training they need to teach Writing Workshop and standards-based ELD lessons. ELAC also recommends to continue funding an instructional coach and community assistant to provide support to parents, teachers, and students.

In order to increase the achievement of African American students, the Altadena AAPC recommends providing intervention for K and 1st grade students, youth mentorship activities, enriching community-based activities that promote positive learning experiences, continue weekly communication, provide more personalized trainings for parents, provide culturally responsive training for teachers, and host events that will attract more parents.

Measurable Outcomes: LCAP metrics-schools can include additional

By May 2019 75% of ELs will advance one level on the English proficiency scale, as measured by the ELPAC. By May 31, 2019 50% of English learners will meet or exceed grade level benchmark of the Informal Reading inventory.

By May 31, 2019 students in all significant subgroups including; 50% African American, 10% Socially Economically Disadvantaged, and 15% Special Education will meet or exceed grade level benchmark of the Informal Reading inventory.

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?		When will we implement our strategy?
Our English Language Learners in grades 3-5, declined 3.7% on the SBAC in the area of ELA. ELLs in grades 3-5 maintained progress on the SBAC in the area of Mathematics. Our ELLs increased significantly in overall academic progress from 2016 at 62.8% to 83.1% in 2017. We need to continue to support our ELs to achieve grade level reading scores on their IRIs in order to help them to reclassify. We need to increase parental engagement and participation in monthly ELAC meetings.	1.With the ELPAC not being new next school year, we recommend having data chats with students, again, before they take the test. We also recommend ELPAC preparation activities. Continue with Reclassification Ceremonies and encourage those families to attend ELAC and spread information to their relatives and others regarding the importance of reclassification. 2. Specifically invite 3rd-5th grade parents of English Learners to attend the monthly ELAC meetings and stay to get more information about their own child and how to reclassify him/her before leaving elementary school. 3. Recommend to LADD to have Saturday School and/or afterschool intervention again for all EL's. Also recommend possibility of offering Summer program for English Learners. 4. Have a Community Assistant in place for the new school year. 5. Continue with Rti/Literacy Block program in the mornings	• On weekly teacher generated assessments in ELA, 75% of the students will meet or exceed grade level standards. • By the end of the first trimester, 25% of the English learners at each grade level, will meet or exceed grade level standards in English language arts, as measured by the Fountas and Pinnell IRI and site-selected writing assessment. • By the end of the second trimester, 50% of the English learners at each grade level will meet or exceed the standards in English language arts, as measured by the Fountas and Pinnell IRI and site-selected writing assessment.	2000-2999: Classified Personnel Salaries 1000-1999: Certificated Personnel Salaries None Specified	District Funded District Funded None Specified	12,000 120,000	Aug 2017 - June 2018

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	to help improve reading levels. 6. Teachers will continue to be trained on best strategies to support English Learners with Reading and Writing.				
First Grade: On the the Fall IRI assessment, 14% of the ELs scored within the grade level range. On the Winter IRI assessment, 36% of the ELs scored within the grade level range. Second Grade: On the the Fall IRI assessment, 0% of the ELs scored within the grade level range. On the Winter IRI assessment, 25% of the ELs scored within the grade level range. Third Grade: On the the Fall IRI assessment, 13% of the ELs scored within the grade level range. On the Winter IRI assessment, 13% of the ELs scored within the grade level range. Fourth Grade:	• Daily activities will focus on Common Core State Standards and all the components of a comprehensive Balanced Literacy program, with particular attention to instructional rigor in vocabulary development, reading comprehension, written conventions, and the writing process. • Intervention, coaching and PD provided by support staff and Instructional Coach. • Explicit instruction on the parts of the sentence, spelling, and punctuation conducted during whole class mini-lessons and small group guided instruction. • Use of Writing Workshop,	• Fountas & Pinnell Informal Reading Inventory (IRI) will completed on an individual basis at the end of each trimester.			Aug 2017 - June 2018

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
On the the Fall IRI assessment, 25% of the ELs scored within the grade level range. On the Winter IRI assessment, 18% of the ELs scored within the grade level range. Fifth Grade: On the the Fall IRI assessment, 0% of the ELs scored within the grade level range. On the Winter IRI assessment, 0% of the ELs scored within the grade level range.	Step-Up to Writing, Thinking Maps, Daily Language Review, flexible grouping, as instructional strategies. • Increase use of academic language. • Analyze assessment data and use the analysis to drive instruction,intervention, and student groupings. • Classroom observations with timely feedback from administrator, instructional coach, and resource teacher. • Time for teachers to collaborate in grade level and vertical teams.				
First Grade: On the the Fall IRI assessment, 55% of the African American students scored within the grade level range. On the Winter IRI assessment, 55% of the African American students scored within the grade level range. Second Grade:	• Daily activities will focus on Common Core State Standards and all the components of a comprehensive Balanced Literacy program, with particular attention to instructional rigor in vocabulary development, reading comprehension, written conventions, and the writing process.	Fountas & Pinnell Informal Reading Inventory (IRI) will completed on an individual basis at the end of each trimester.			Aug 2017 - June 2018

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
On the the Fall IRI assessment, 40% of the African American students scored within the grade level range. On the Winter IRI assessment, 50% of the African American students scored within the grade level range. Third Grade: On the the Fall IRI assessment, 25% of the African American students scored within the grade level range. On the Winter IRI assessment, 33% of the African American students scored within the grade level range. Fourth Grade: On the the Fall IRI assessment, 25% of the African American students scored within the grade level range. On the Winter IRI assessment, 25% of the African American students scored within the grade level range. Fifth Grade: On the the Fall IRI assessment, 37% of the African American students scored within the grade level range.	• Intervention, coaching and PD provided by support staff and Instructional Coach. • Explicit instruction on the parts of the sentence, spelling, and punctuation conducted during whole class mini-lessons and small group guided instruction. • Use of Writing Workshop, Step-Up to Writing, Thinking Maps, Daily Language Review, flexible grouping, as instructional strategies. • Increase use of academic language. • Analyze assessment data and use the analysis to drive instruction,intervention, and student groupings. • Classroom observations with timely feedback from administrator, instructional coach, and resource teacher. • Time for teachers to				

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
On the Winter IRI assessment, 26% of the African American students scored within the grade level range.	collaborate in grade level and vertical teams.				

INFORMATION ONLY NOT SITE BASED

LCAP GOAL 2:

A well-trained and qualified teacher in every classroom, every day supported by adequate, well-trained support staff.

Area of Focus: _ Math (LCAP Goal 1) _ English Language Arts (LCAP Goal 1) _ Closing the Gap (LCAP Goal 1) _ Parent and Community Engagement (LCAP Goal 4)	_ School Safety, Climate and Culture (LCAP Goal 3) _ Graduation/College and Career Ready (LCAP Goal 1) School Selected (circle one): _Science, _Social Studies/History, _VAPA, _Technology, _Special Education
Narrative:	
Measurable Outcomes: LCAP metrics-schools can include additional	

Planned Improvements in Student Performance – Target/Goal Page

LCAP GOAL 3: Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21st century learning.

Area of Focus:
  Math (LCAP Goal 1)
  English Language Arts (LCAP Goal 1)
  Closing the Gap (LCAP Goal 1)
  Parent and Community Engagement (LCAP Goal 4)
	X School Safety, Climate and Culture (LCAP Goal 3)
	  Graduation/College and Career Ready (LCAP Goal 1)
	School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

Narrative:

The school community recognizes the need to further develop and strengthen the policies and procedures around ensuring school safety and improving the climate and have incorporated these needs into our School Plan and Focus School Plan. The SSC dedicated funding towards improving the public message surrounding our school by purchasing materials that prominently display behavior expectations and also message boards to promote school events for the community. A school-wide grant was also received to create murals throughout the campus that celebrated the uniqueness of our student body.   The Superintendent also began a new initiative titled the Personalized Support Plan Initiative that brings together community resources and mentors for identified at-risk students and their families. This initiative will continue for the following year.

Measurable Outcomes: LCAP metrics-schools can include additional

By December 2018, Altadena Arts Magnet will have trained all staff in Capturing Kids Hearts and MTSS practices decreasing suspension rates by 25% as compared to the prior school year.

By June 2019, all teachers at Altadena Arts Magnet will receive at least 50 hours of professional development (e.g., workshops, courses, coaching) directly related to the development and integration of positive behavior supports and interventions.

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?		When will we implement our strategy?
Staff members will learn and implement MTSS strategies that support students in crisis and who have experienced	• Implement and adhere to the school-wide Positive Behavioral Interventions and Supports system	Weekly Case Management meetings with Leadership Team. Bi-annual Review 360 data.	2000-2999: Classified Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I S3 Grant	28,000 48,000	May 2018 - June 2019

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
trauma in order to reduce the number of referrals and suspensions. Our suspension rate has increased from 62.8% in 2016 to 83.1% in 2017. Attendance meetings need to continue on a regular basis. The attendance rate is currently 93 %.	which includes an MTSS, RTI Teacher, positive recognition, assemblies to review expectations, referral and reflection forms, and trauma-informed practices. Capturing Kids Hearts professional development for all staff in August 2018. RtI Teacher to push into classrooms 50% of the day to support teachers in learning classroom management and relational techniques to improve student behavior and achievement. Continue the use of the Turnaround Room as a restorative space for students to learn to monitor their behaviors. • Monthly award assemblies to recognize Students of the Month and Principal's Honor Roll. • Classes and educational events to support parents in areas identified through parent and staff surveys. Classes will organized and/or	Suspensions will be reduced by 25%., as measured against the total number of suspensions for the 2017 - 2018 school year.	1000-1999: Certificated Personnel Salaries	S3 Grant 120,000	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	facilitated through the help of D'Veal Family Services, Young and Healthy, PUSD Community Services, Parent Education Network (PEN), PTA, ELAC, CWAS and AAPC. • Project Aide-Behavior, to work under the supervision of the Principal to follow-up on office referrals for misbehavior. • Personalized Support Plans to be initiated by the District PSP support staff and completed by Altadena ES PSP support staff.				

Planned Improvements in Student Performance – Target/Goal Page

LCAP GOAL 4: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with the knowledge and skills to successfully support and advocate for their child.	

Area of Focus:
  Math (LCAP Goal 1)
  English Language Arts (LCAP Goal 1)
  Closing the Gap (LCAP Goal 1)
X Parent and Community Engagement (LCAP Goal 4)
	School Safety, Climate and Culture (LCAP Goal 3)
	  Graduation/College and Career Ready (LCAP Goal 1)
	School Selected (circle one): Science, Social Studies/History, VAPA, Technology,
	Special Education,

Narrative:

Narrative to include:

Increasing parent engagement has been a consistent goal for the Altadena Arts community. The PTA increased membership by nearly 100% in the 2017-18 school year. The school year is ending with 96 PTA members as compared to last year's 55 members. The 2018-19 PTA Board has been fully filled and the future of PTA looks bright.

The 2017-2018 school year started with a six hour Community Assistant who resigned in October 2017. This position has not yet been filled. Without a Community Assistant in place, it is difficult to increase parent participation, particularly in ELAC. Parent participation has increased throughout the year with two well-attended, parent-led Movie Nights. Our community partnerships have increased. MonteCedro has signed a contract and made a $1,000.00 donation as one of our official community partners.

Weekly phone calls have been made in English and Spanish and the Principal sends out a weekly Smore newsletter to families and community members. The Facebook and Twitter accounts have seen increased activity.

Measurable Outcomes: LCAP metrics-schools can include additional

By June 2019, 50% of the parents/guardians will have attended at least two of the six family engagement nights such as, Back to School Night, Movie Nights, Open House, Reading Night, Cafe con Scheckel, Science Fair, and other themed school-wide events.

By June 2019, active participation in ELAC, AAPC and PTA will have increased by 25% as compared to the prior school year.

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
• Approximately, 25% of our parents and/or community members attend school-based parent activities and other school functions. • Less than 10% of our school's Hispanic/Latino parents actively participate in Altadena Elementary School's English Language Advisory Committee (ELAC) meetings. • Less than 10% of our school's African-American parents actively participate in the African-American Parent Council (AAPC) meetings. • Increase Altadena Elementary School's interactions, involvement, and relationships with parents and the school community's significant subgroups as partners in their children's education.	• Send weekly communication in Spanish and English to parents, community members, and local organizations via email, phone calls, phone blasts, text messages, and Tuesday folders. • Update Headlines on school website at the beginning of each month. • Inform families that extracurricular community resources are available and accessible to students and parents (such as Boys/Girls Scouts, AYSO, Little League, enrichment program for the Arts, Math and Science, etc.). • Organize Family Engagement Nights, and parent education events. • Take sign ins during the event. and ask for feedback afterward. • Provide professional development for stakeholders on best practices and strategies to improve parent-staff-	• Community Assistant will work with Chairs to monitor and collect monthly sign-in sheets for AAPC, PTA, ELAC, D'Veal, and Young and Healthy. • Community Assistant will monitor and collect sign-in sheets for Back-to-School Night, Open House, Parent-Teacher Conferences, Family Academic Nights, and other school events.	7000-7439: Other Outgo	Title I Part A: Parent Involvement 500.00	August 2017 - June 2018

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	teacher communication. • Use ELAC, D'Veal, and AAPC for dissemination of information & opportunities to participate and encourage higher parent participation in parent workshops, school, and community events.				

Planned Improvements in Student Performance – Target/Goal Page

Site Specific Goal 5:
Implement the Focus School Plan developed by a site-leadership team and approved by SSC in May, 2016.

Area of Focus:
   Math (LCAP Goal 1)
   English Language Arts (LCAP Goal 1)
   Closing the Gap (LCAP Goal 1)
   Parent and Community Engagement (LCAP Goal 4)
	School Safety, Climate and Culture (LCAP Goal 3)
	   Graduation/College and Career Ready (LCAP Goal 1)
	 School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education, X VAPA/Magnet

Narrative:

Narrative:
The Magnet Grant was developed by a leadership team represented by District administration, certificated teachers, classified staff, community members, and parents.
By writing the grant we hoped to:
increase student academic success through integrated arts
increase student engagement by learning through the arts
diversify our community
Minimize negative behaviors through various daily schedules and flexible learning modalities through the arts.
We will build and sustain a collaborative, professional learning community where all administration, teachers, and paraprofessionals engage in ongoing professional development in the areas of teaching, learning, and student behavior.
Increase parent and community partnerships and engagement with our school
Increase student attendance rate to 97%

Measurable Outcomes: LCAP metrics-schools can include additional

By June 2019, all students at Altadena Arts Magnet will receive magnet theme instruction for at least 6 hours per week.

By June 2019, at Altadena Arts Magnet, teachers will receive at least 50 hours of professional development (e.g., workshops, courses, coaching) directly related to the development and integration of the arts magnet theme.

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
Ensure students have two hours of arts integration a day within their classroom. Monitor number of hours teachers integrated arts into classroom instruction. Ensure students receive 12 hours a week of distinct art classes and integrated art. Create Units of Study around VAPA standards. Create a Master Schedule of all distinct arts courses, integration time and core academic instruction so instructional time is maximized. "Scream the Theme" Add Theatre to our distinct arts offerings.	We need a template for teachers to document lesson plans that include documentation for hours of arts instruction. Scream the Theme by creating murals and art-centered spaces throughout the school. Hire a TOSA - Grant Manager of Marketing and Recruitment. Hire a TOSA - Arts Integration Specialist Hire a TOSA - 50% Innovation Lab Teacher	Monitor the Master Schedule that documents our arts integration and distinct arts dosage for students. Monitor lesson and unit plans submitted by teachers. The grant requires quarterly check points and documentation. We will use those same documents to monitor our progress.	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries	S3 Grant S3 Grant S3 Grant	August 2017 - June 2018

Planned Improvements in Student Performance – Target/Goal Page

Target : *(insert annual target/goal)*
Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???

Area of Focus:	School Safety, Climate and Culture (safe, respectful, responsible)
Math	Graduation/College and Career Ready
English Language Arts	(High Schools only – must include an indicator for CAHSEE)
Closing the Gap (must include EL reclassification goal of no less than 15% increase	School Selected (circle one): Science, Social Studies/History, VAPA, Technology,
Parent and Community Engagement	Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY

Planned Improvements in Student Performance – Target/Goal Page

Target : *(insert annual target/goal)* **Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???**	

Area of Focus:
  Math
  English Language Arts
  Closing the Gap (must include EL reclassification goal of no less than 15% increase
  Parent and Community Engagement
	School Safety, Climate and Culture (safe, respectful, responsible)
	  Graduation/College and Career Ready
	  (High Schools only – must include an indicator for CAHSEE)
	 School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY

Planned Improvements in Student Performance – Target/Goal Page

Target : *(insert annual target/goal)* **Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???**	
Area of Focus: Math English Language Arts Closing the Gap (must include EL reclassification goal of no less than 15% increase Parent and Community Engagement	School Safety, Climate and Culture (safe, respectful, responsible) Graduation/College and Career Ready (High Schools only – must include an indicator for CAHSEE) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	"X" if included as part of Program Improvement (PI) Schools ONLY

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Unrestricted	66, 879	
Title I	47,879	-20,121.00
Title I Part A: Parent Involvement	6,000	5,500.00
LCFF-LCAP	13,000	13,000.00
District Funded		

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
	1,102.00
District Funded	372,000.00
General Fund	16,000.00
S3 Grant	168,000.00
Title I	68,000.00
Title I Part A: Parent Involvement	500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	1,102.00
1000-1999: Certificated Personnel Salaries	520,000.00
2000-2999: Classified Personnel Salaries	88,000.00
4000-4999: Books And Supplies	16,000.00
7000-7439: Other Outgo	500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Math	176,000.00
English Language Arts	120,000.00
Closing the Gap	132,000.00
School Safety, Climate and Culture/College and Career	196,000.00
Parent and Community Engagement	1,602.00
Site Specific Goal 5	

Restricted Funding Personnel
2017-2018

Personnel	Funding	General Duty and SPSA support
Esvin Garcia	District Funded	75% District Funded
	LCFF/LCAP & District Funded	Health Clerk 100% District Funded
	District Funded	
	District Funded	
Hanh Le	District Funded	Instructional Coach - 100%

The following monies reflect dollars that are recommended be held centrally to support District priorities. These are monies that are above the administrative set-aside, which is generally 10% and indirect costs that are approximately 5% (these fluctuate each year based on state formulas - total is never higher than 15%).

Title I guidelines require consultation and input from SSC, not approval.

Site Services 2018-19

School: Altadena

Resource				# of students	Per Pupil Share to School	Total Share of school
30100 Title I		District Authorized Reservations		# of FRL students @ school	District FRL # 9424	
	Direct Services	$ 2,231,889.00		168	$ 236.83	$ 39,787.49
	Total share of school					$ 39,787.49

The District will provide the following direct services with Title I Authorized Reservation total amount of $2,231,889.

A   Instructional Coaches and Curriculum (Math, Science, Literacy, including ELA and History) Coaches/Resource Teachers, paid by the District,
            providing direct services/ support to the school sites to increase the unduplicated group students' academic achievement;

B   District, Curriculum, Instruction, and Professional Development leadership and staff who are providing direct, hands-on services to the school sites

C   "Superintendent Focus School Instructional Support" actions and services to reduce the achievement gap (Red on Dashboard)

D   Families in transition / Homeless and support staff

E   Parent and Community Engagement

F   Multi-Tiered System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to identified school sites)

School Site Council Membership

Education Code Section 64001(g) requires that the SAP/SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name of Members	Officer Position (President, Secretary, etc.)	Year of Term (1st, 2nd, etc.)	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Benita Scheckel		1st	X				
Carolyn Artiaga		2nd				X	
Alyson Mixon		1st				X	
Aimee Daniels		2nd				X	
Jennifer Nishizaki		1st				X	
Gregory Demus		3rd				X	
Donald Goodrich		2nd			X		
Dana Hill		2nd			X		
Regina Major		9th		X			
Panagiota Regopoulos	President	12th		X			
Ashley Webb				X			
Numbers of members of each category:			1	3	2	5	

For elementary schools there should be parity between the number of staff on the site council and the number of parents/community members. For secondary schools, staff should make up one half of the council, students should make up one fourth and parents/community should make up one fourth.

The minimum number of SSC members for elementary is 10 and for secondary is 12.

For any SSC, teachers should make up the majority of staff members on the SSC.

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

X English Learner Advisory Committee	_____
	Signature
X African American Parent Council	_____
	Signature
Community Advisory Committee for Special Education Programs	_____
	Signature
Gifted and Talented Education Program Advisory Committee	_____
	Signature
Other committees established by the school or district (list):	_____
	Signature

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council at a public meeting on: May 8, 2018

The English Learner Advisory Committee had the opportunity to provide input and advice on the development of this school plan specifically as it relates to EL students:

_____	_____	_____
Signature of ELAC chairperson	**Signature of ELAC committee member**	**Meeting Date**

Attested:

Benita Scheckel		
_____	_____	_____
Typed Name of School Principal	**Signature of School Principal**	**Date**
Panagiota Regopoulos		
_____	_____	_____
Typed Name of SSC Chairperson	**Signature of SSC Chairperson**	**Date**

Appendices

School Accountability Report Card
Insert the latest, always a year behind.

Site Level Parent Involvement Policy

All schools will address actions to promote parent involvement/engagement. School sites must work with parents through committee to develop and review site level policy based on the criterion provided.
<u>This must be reviewed annually and updated to reflect current practice</u>

Site Level School/Parent Compact

Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Altadena Arts Magnet	Principal: Benita Scheckel
School Number: 19-64881-6021505	Counselor:
Date Completed: 5/09/2017	Principal Signature:

Goal: Increase the percentage of students attending at 96% or higher.

2015-2016 ADA Short Term Goal	2016-2017 ADA Long Term Goal	2017-2018 ADA Long Term Goal
94.27%	95.51%	97%

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Communication with parents daily or as needed.	Absences & Tardies	Daily	Attendance Rates

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Attendance clerk calls daily.	Absences & Tardies	Daily	Attendance Rates

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
A2A Mentoring	Absences & Tardies	Weekly	Attendance Rates

Pasadena Unified School District
Instructional Services
GIFTED AND TALENTED EDUCATION

GATE Principal's Checklist

The grey portions detail state requirements of school districts for GATE programs. The white portions that follow are ways that the District expects the schools to implement the state requirements in grey. Please review this revised checklist that is now aligned with the current District GATE Plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the School GATE program in alignment with the District GATE Plan.

Rubric
1 = This is an established practice that has been in place since before the 2018-19 school year.
2 = This practice is being implemented for the first time during the 2018-19 school year.
3 = This practice is being developed now to be implemented during the 2018-19 school year.

Section 1: Program Design 1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners. 1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners. 1:3 The program is articulated with the general education programs.			
Does the school administrative leadership team have access to and review the LEA GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?			X
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?		X	
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?			X
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?			X
Are GATE services provided to students during the regular instructional school day?			X
Are all parents informed of the schedule of the GATE Parent Leadership meetings?			X
Are all parents informed of the GATE Parent Education Workshops offered by the District?		X	
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately			

Section 1: Program Design
1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.
1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.
1:3 The program is articulated with the general education programs.

counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?			

Section 2: Identification
2:1 The nomination/referral process is ongoing.
2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.
2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.

Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-11 be evaluated for GATE identification?	X		
Is there a plan to articulate the plan above to parents and teachers on an annual basis?	X		
Does the plan inform parents and teachers of the GATE referral window of August - September?	X		
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of October?	X		
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2 nd grade teachers?			X

Section 3: Curriculum and Instruction
3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.

Elementary Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?	**1**	**2**	**3**
Do all teachers include a discussion of the ILP during the November parent conference for GATE students?			X
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			X
Are the following instructional options used in the development of the School GATE Plan: ● Individual Learning Plan ● Independent projects ● Interest based enrichment opportunities ● GATE clusters with GATE certified teacher ● Curriculum compacting ● Vertical subject-matter acceleration ● IB program			X

Section 3: Curriculum and Instruction 3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students. 3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
Middle School Are high-achieving GATE students placed in accelerated or honors classes?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options used in the development of the School GATE Plan: ● Honors class ● Pre-AP classes ● IB classes ● Enrichment classes ● Vertical subject-matter acceleration ● Options for GATE Advisory			
High School Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			
Are Advanced Placement classes are available?			
Is the IB diploma program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?			
Are the following instructional options used in the development of the School GATE Plan: ● Honors classes ● AP classes ● IB classes ● Career Pathways classes/Independent Study ● Vertical subject-matter acceleration ● Options for GATE Advisory			
All Grades Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?			X
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the GATE Principals Checklist annually as needed?			X
Does the School Site Council review and approve the GATE Principals Checklist annually?			X

Section 3: Curriculum and Instruction 3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students. 3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?			
Is the GATE Principals Checklist developed in response to the specific and varied learning needs of the individual school population?			X

Section 4: Social and Emotional Development 4:1 Actions to meet the affective needs of gifted students are ongoing. 4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).			
Do schools provide enrichment activities that foster social interaction among GATE students?			X
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?			X
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?			
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?			X
Do middle and High School students have an option for a GATE focused advisory to support their specific social/emotional needs?			

Section 5: Professional Development 5:1 The district provides professional development opportunities related to gifted learners on a regular basis.			
Does the Principal schedule time for the GATE Coordinator to provide professional development at the school site during A meetings on any of the following topics: ● PUSD GATE Program Overview ● GATE Identification Process ● Characteristics of Gifted Learners from Diverse Populations ● How to get or renew GATE Certification ● How to create and use the Individual Learning Plan			X
Does the Principal schedule other GATE-related professional development at the school site during A meetings on any of the following topics: ● Kaplan's Prompts of Depth and Complexity/Content Imperatives ● Acceleration of content (Universal Themes and Big Ideas) ● Differentiation of skill, product, process ● Critical and Creative thinking ● Independent Study/Developing an Interest ● Curriculum Compacting			X

Section 5: Professional Development			
5:1 The district provides professional development opportunities related to gifted learners on a regular basis.			
• Characteristics of Giftedness • Scholarly Behaviors (Thinking like a Disciplinarian) • Interdisciplinary lesson development			

Section 6: Parent and Community Involvement			
6:1 Open communication with parents and the community is maintained. 6:2 An active GATE advisory committee with parent involvement is supported by the district.			
Does the school have a GATE Parent Advisory Committee (PAC) that meets **four** times per year?			X
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?			X
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?			X
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?	X		
Is the School GATE Plan shared with parents and the community effectively and systematically?			X

Section 7: Program Assessment			
7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.			
Do all stakeholders (GATE PAC, administrators, teachers, community members, and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?			X

Name of School Site: Altadena Arts Magnet

Principal: Benita Scheckel

School Site Council Chair (typed):   Panagiota Regopoulos

Date Approved By GATE Site Advisory Council: --

Date Approved By School Site Council   5-09-2017

Dates and times of calendared site GATE Advisory meetings 2018-2019:

	Date	Topic
1st meeting	9/25/18	Extending the Learning
2nd meeting	11/27/18	Busy Minds/Busy Bodies
3rd meeting	2/19/19	Arts and GATE
4th meeting	4/23/19	Emotional Needs of GATE Students

Pasadena Unified School District
Comprehensive School Safety Plan Sb-187

Pursuant to Education Code EC 35294 et seq., every school in California is required to develop a comprehensive school safety plan to address safety concerns identified through a systematic planning process. A school site council or safety planning committee shall review and update the plan by March 1st of each year. Each school shall report on the status of the plan in the annual School Accountability Report Card (SARC).

This is to certify that Altadena Arts Magnet has complied with Senate bill 187 Comprehensive School Safety plan requirements established by California Education Code EC 35294 et seq. and approved by our School Site Council for the current school year.

Principal: _____   Date: _____
                                            (Signature)

School Safety Committee Chair: _____   Date: _____
                                                            (Signature)

In the 2002 legislative session, Senate Bill (SB) 1667, School Violence and Assembly Bill (AB) 2198, School Violent Crime were approved by the Legislature and became effective January 1, 2003.

SB 1667 requires the following school safety plan changes:
EC 35294 requires schools to hold a public meeting at the school site to allow members of the public the opportunity to express an opinion about the plan.   SB 1667 amends EC 3524.8 to require schools to notify, in writing, the public of the meeting.

This is to certify that the Pasadena Unified School District has complied with SB 1667, pursuant to EC 35294.8 to notify the public of the public meeting.

District Representative: Eric Sahakian, Executive Director Child Welfare Safety and Attendance

	Pasadena Unified School District **Kindergarten Transition Plan and Objectives**
Objective	One of the major challenges children have to faces in their early childhood years is the transition to kindergarten. It sets the tone and direction of a child's school career. In 2006, the Pasadena Unified School District convened a Transition to Kindergarten Focus Committee in conjunction with the City of Pasadena's Childcare Office, Head Start, and the Los Angeles Office of Childcare. PUSD representation on this committee includes preschool and Kindergarten teachers and administrative leadership.
Mission	The mission of this committee is to collaborate with educators and members of the community in order to plan and develop policies that will serve to provide effective transitions from preschool to Kindergarten.
Findings	Findings by the National Center for Early Development and Learning indicate a need for greater communication among Kindergarten teachers, families and the school. With the support of Transition to Kindergarten Focus Committee, the PUSD organized an informational forum for parents whose children were transitioning to Kindergarten and developed Kindergarten Readiness Packets that are distributed annually each spring to families.
Actions	Instruction is provided to families, in English and Spanish, on the use of the materials in the kit. Materials included: pamphlets on activities parents and children could do together to get ready for Kindergarten, arts and craft supplies, transition booklet, PreK literature selections from Open Court, picture books and much more. Our plan is to improve and expand this effort to provide support and instruction to parents combined with engaging school readiness materials that are given to graduating PUSD preschool students. A key component of our Early Reading First plan is to expand promising practices to support the language development and literacy of English learners (ELs), we continue looking to expand the promising practices being developed at our three English Learner Acquisition and Development Pilot Program schools; Longfellow, Washington and Willard. PUSD utilizes the lessons learned from these promising English learner strategies as well as from a successful Reading First program. We continue to seek to improve alignment, continuity and the sharing of best practices in language development and literacy for preschool and elementary schools, our proposed professional development plan includes training teachers in the adopted reading program (now Open Court, with potential new adoption anticipated next year) as well as training for English learner strategies and providing ongoing coach support. Increased communication between our preschool and Kindergarten teachers will also strengthen the transition to Kindergarten and the types of promising practices being used at our elementary schools, including the development of Individual Learning Plans, newcomer support, intervention strategies, Reclassification, and follow-up.

Attendance Improvement Program
Attendance Improvement Implementation Plan

School: Altadena Arts Magnet	Principal: Benita Scheckel
School Number: 626 396-5650	RtI Coach: Dana Hill
Date Completed: May 7, 2018	Principal Signature:

Goal: Increase the percentage of students attending at 96% or higher.

2017-18 Current ADA Percentage	2017-2018 ADA Short Term Goal	2018-19 ADA Long Term Goal
93.74%	97.%	97%

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Students with Chronic attendance issues will have Student Success Team meetings with parents and teacher. If attendance does not improve, students will be recommended for SARB.	*Students with 10 or more unexcused absences or 30 minute tardies in grades 1-5*	*As needed*	*Improved attendance for student as measured by attendance report*

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Monitor attendance on A2A and help families with 3-5 unexcused absences understand the education code in regards to school attendance in order to improve their attendance *The principal will mentions in weekly newsletter and phone blast the importance of being in school, on time, daily.*	*Students with 3-8 unexcused absences* *All students*	*SART meetings will be held every 2 months to educate parents on attendance* *Daily phone calls are made when students are absent without a valid excuse* *monthly*	*Students that are identified for the SART meetings will have improved attendance.* *attendance reports*

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
Classes with the best attendance for the month will get a reward *Students with perfect attendance for the month will be recognized a the Student of the Month Assembly*	*All students*	**monthly**	**Increased monthly attendance averages**

Altadena Arts Magnet

Many Voices. One Song. Rising to Greatness.

Plusieures voix. Une seule chanson. S'élevant vers la grandeur.

STAFF/TEACHER

As a Pasadena Unified School District teacher/staff member/administrator I will:

- Teach classes through interesting and challenging lessons that promote student achievement
- Endeavor to motivate my students to learn
- Have high expectations and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Encourage parent involvement in school activities.
- Enforce rules equitable and provide a safe, orderly, and caring learning environment.
- Provide meaningful, daily homework assignments to reinforce and extend learning.
- Participate in professional development opportunities that improves teaching and learning.
- Support the formation of partnerships with families and the community
- Participate in professional development opportunities that improves teaching and learning.
- Support the formation of partnerships with families and the community.
- Participate in collaborative decision making with other school staff and families for the benefit of the students.
- Respect the school, students, staff, and families.

STUDENT I agree to carry out the following responsibilities:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed work assignments, and homework.
- Know and follow school and class rules.
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Make sure to get plenty of sleep, make healthy eating choices, and exercise.
- Limit my TV watching and video game playing and instead study or read every day after school.
- Respect the school, classmates, staff, and families.

FAMILY/PARENT/GUARDIAN I agree to carry out the following responsibilities:

- Provide a quiet time and place for homework completion and limit TV viewing, video game playing, computer and phone time.
- Review homework completion and ask my child about his/her school day.
- Convey the importance of reading by having daily/nightly reading time together as a family.

- Ensure that my child attends school every day, gets adequate sleep, regular medical attention, proper nutrition and exercise.
- Regularly monitor my child's progress in school.
- Support the school's discipline and dress codes.
- Participate in school activities such as school decision making, volunteering and/or attending parent-teacher conferences, Open House, and Back to School Night.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Please read, sign, and return this section to your teacher at Altadena Elementary School

PASADENA UNIFIED SCHOOL DISTRICT
ALTADENA ARTS MAGNET
Many Voices. One Song. Rising to Greatness.
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2018-2019 SCHOOL COMPACT

I have read the Altadena Arts Magnet School Compact and agree to do my part:

Student's name: _____   Grade: _____

Student's signature: _____   Date: _____

Parent's signature: _____   Date: _____

Teacher's signature_____   Date: _____

Principal's Signature_____   Date: _____

PARENT INVOLVEMENT POLICY
2018-2019
Altadena Arts Magnet
Many Voices. One Song. Rising to Greatness.
Plusieures voix. Une seule chanson. S'élevant vers la grandeur.

Purpose: Altadena Arts Magnet recognizes that parents are invaluable resources in the process of educating students. Parents play an important role as the first teachers of their children and parental support is critical to a child's success. It is the intent of the Altadena Elementary School community to establish a collaborative partnership between the home and school, and that the Title I program will be used to facilitate this endeavor.

I. Parental Involvement Policy

    a.   Parent representatives from School Site Council, PTA, English Language Advisory Council, and parents of students accepted in the Gifted and Talented Education program, participate in the periodic updates of the policy to meet the changing needs of parents in the school. The SSC reviews and approves the policy.

    b.   Parents who do not speak English, and whose primary language is Spanish, will receive the Policy in Spanish.

    c.   Parents receive a copy of the parental involvement policy during the registration process. Copies of the policy are also available during PTA and ELAC meetings, and in the schools' main office.

    d.   Altadena Arts Magnet's Parental Involvement Policy is available to the local community.

II. Involvement of Parents

    a.   Altadena Arts Magnet offers a flexible number of meetings.

        i.   PTA meetings are held monthly. The days and times are scheduled according to the PTA bylaws with an annual discussion regarding availability of parents.

        ii.   English Language Advisory Committee (ELAC) meetings are held the first Thursday of each month at 8:15 am.

        iii.   School Site Council (SSC) meetings are held the second Tuesday of each month at 2:45pm

    b.   Altadena Arts Magnet involves parents in the development of the school's Single Plan for Student Achievement.

        i.   PTA, ELAC, AAPC, and GATE parents will have an annual opportunity to review and offer input in the school's Single Plan for Student

Achievement (SPSA) and periodic updates of the school's Parent Involvement Policy.

    c.   Altadena Arts Magnet provides parents with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

        i.   Parents are informed about the curriculum used at the school, the academic assessment used to measure student progress, and the proficiency levels students are expected to reach at PTA, ELAC, AAPC, and SSC meetings; Back to School Night; newsletters; and at parent workshops offered through the school.

    d.   Altadena Arts Magnet provides parents, if requested, the opportunity to participate in decisions relating to the education of their child(ren) through regular meetings such as:

        i.   Annual Parent/Teacher Conferences to review student academic goals.

        ii.   IEP Meetings.

        iii.   Student Study Team meetings with parents and staff

III. Communication

In an effort to communicate effectively to all parents, the school will use several modes of communication to get information out to parents.

    a.   Weekly telephone calls for announcements in English and Spanish

    b.   Special telephone calls as reminders of specific events or meetings

    c.   Newsletters with information from different parent groups and school happenings will go out weekly.

    d.   The after school program LEARNS will be notified of upcoming events so they can share it with parents at pick up times.

    e.   Teachers will communicate with students and parents regarding school events and policies.

    f.   Parents will let teachers know their availability for volunteering.

    g.   Parents and staff members will make personal contact with parents in an attempt to be more inclusive and to get more parents involved.

    h.   School staff will send information by mail, email, text messages, and phone messages

    i.   School staff will update website at least monthly.

    j.   Important flyers and announcements will be communicated to LEARNs staff so they can share the information with parents at pick up.

IV. Building Capacity for Involvement

Altadena Arts Magnet engages parents in meaningful interactions with the school staff. The school community supports a partnership among staff, parents, and the community to improve student academic achievement.

    a.   Altadena parents receive information on parent trainings and content standards, as well as how to help improve the achievement of their children.

    b.   Altadena staff will update the website calendar for parents to ensure they are informed of parent meetings, school events, and activities.

Altadena Elementary

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). 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 and 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/.

- 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/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district and the county. 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).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Benita Scheckel, Principal

📍 Principal, Altadena Elementary

About Our School

It is my pleasure to welcome you to Altadena Arts Magnet, a nurturing, rigorous school for every child. At Altadena Arts Magnet, children are taught how to think, not what to think. Our dedicated teachers use evidence-based approaches including Balanced Literacy and positive behavior interventions and supports to, empower students by celebrating each child's unique abilities, perspectives, and interests; provide opportunities for voice and choice, so students feel control over their own learning promote positive interactions with other students in a diverse, connected learning community, build on students' strengths to increase academic achievement and social-emotional competencies, and prepare students for college and careers as illustrated in the PUSD Graduate Profile.

Arts Partnerships
At Altadena Arts Magnet, visual and performing arts are an integral part of a well-rounded education, boosting engagement and achievement. We provide weekly instruction in all art forms: visual, art, theatre arts, music and dance, nurturing the whole child and inspiring students to achieve their best. Elementary Schools that offer instruction in all four disciplines puts AES in the top 3% in the nation.

We invite you to come find out what's so special about Altadena Arts Magnet!

Contact

Altadena Elementary
743 East Calaveras St.
Altadena, CA 91001-2332

Phone: 626-396-5650
E-mail: scheckel.benita@pusd.us

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
E-mail Address	mcdonald.brian@pusd.us
Web Site	www.pusd.us

School Contact Information (School Year 2017-18)	
School Name	Altadena Elementary
Street	743 East Calaveras St.
City, State, Zip	Altadena, Ca, 91001-2332
Phone Number	626-396-5650
Principal	Benita Scheckel, Principal
E-mail Address	scheckel.benita@pusd.us
Web Site	http://altadena.pusd.us
County-District-School (CDS) Code	19648816021505

Last updated: 1/26/2018

School Description and Mission Statement (School Year 2017-18)

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 arts curriculum in a safe and productive learning environment. Altadena arts is a school where college-bound students achieve through high standards, assessment, and accountability

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

Last updated: 1/31/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	30
Grade 1	39
Grade 2	36
Grade 3	33
Grade 4	54
Grade 5	64
Total Enrollment	256
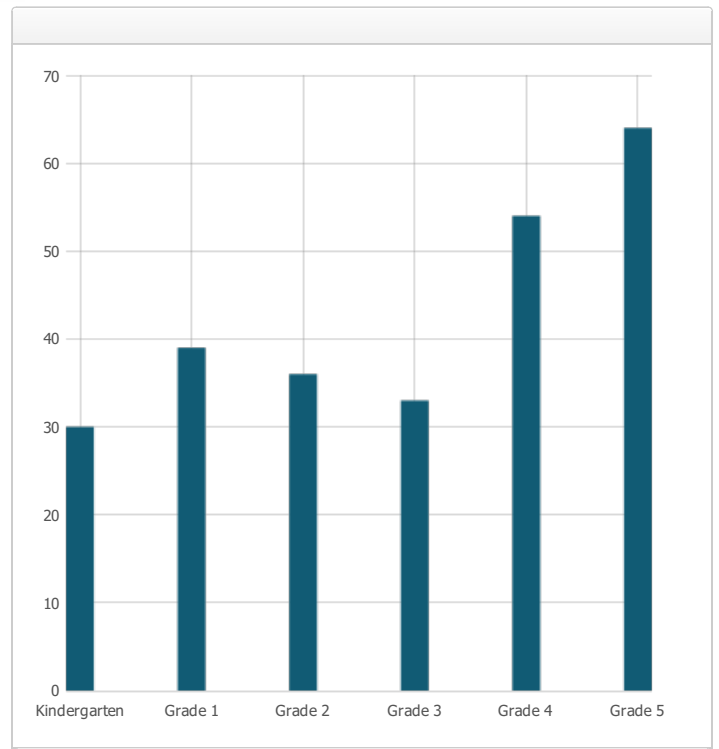
Last updated: 1/26/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	28.1 %
American Indian or Alaska Native	0.8 %
Asian	0.4 %
Filipino	0.4 %
Hispanic or Latino	61.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	4.7 %
Two or More Races	3.1 %
Other	0.8 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	85.9 %
English Learners	26.2 %
Students with Disabilities	18.8 %
Foster Youth	5.5 %

Last updated: 1/26/2018

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	10	10	14	730
Without Full Credential	0	0	0	7
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
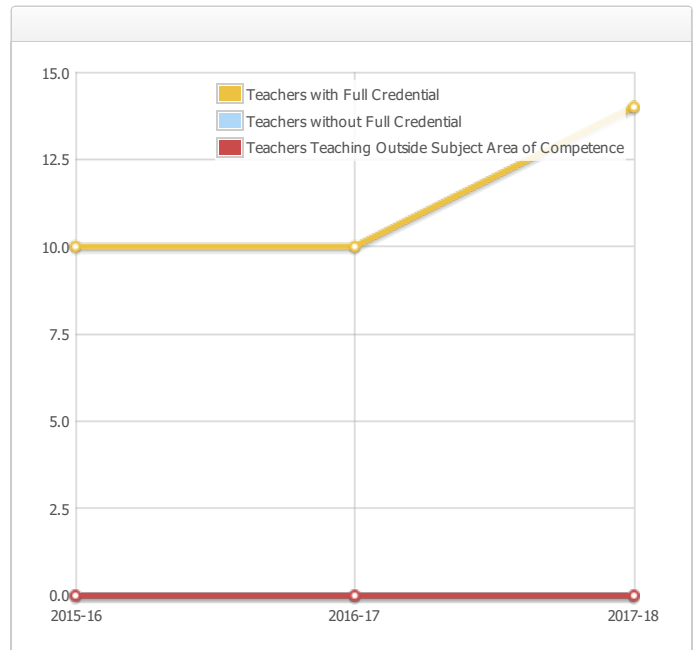
Last updated: 1/26/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	2	0	2
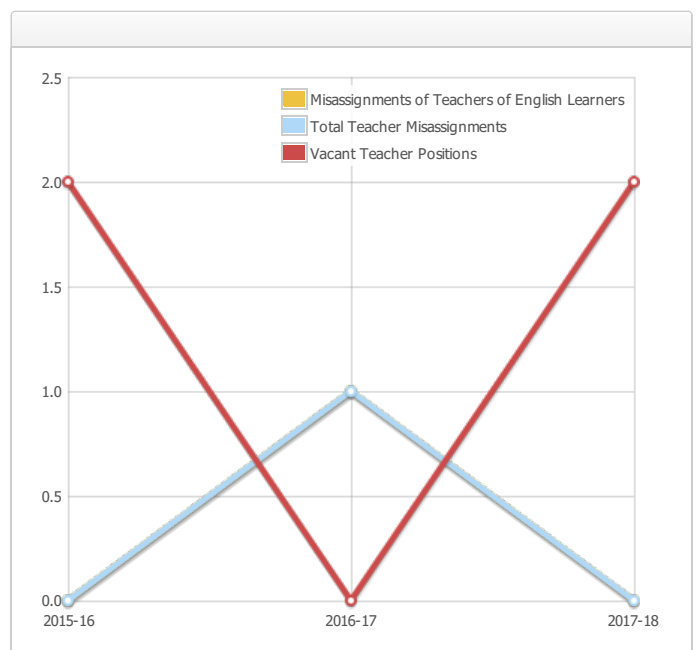
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/26/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	OCR/Anthology 1, SRA/McGraw-Hill OCR/Anthology 2, SRA/McGraw-Hill OCR/Anthology, SRA/McGraw-Hill	Yes	0.0 %
Mathematics	• Ready CCSS Math Instruction – Student Book K-5, iReady Common Core	Yes	0.0 %
Science	• California Science Kindergarten Big Book, Houghton Mifflin Harcourt School Publishers • California Science Lv. 1, Lv. 2, Lv. 3, Lv. 4, Lv. 5, Houghton Mifflin Harcourt School Publishers	Yes	0.0 %
History-Social Science	History –Social Science for California: "Learn and Work", "Time and Place", "Then and Now", "Our Community", "Our California", "Our Nation", Scott Foresman	Yes	0.0 %
Foreign Language	French	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts	• Art Connections, SRA • Making Music, Silver Burdett	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

Note: Cells with N/A values do not require data.

Last updated: 1/27/2018

School Facility Conditions and Planned Improvements

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.

Last updated: 1/26/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: November 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	A Bldg. 1st Floor, Room A121: Small hole in North wall by cabinet A Bldg. 1st Floor, Room A120: Missing blank cover on exterior door, missing wall bracket for fire extinguisher, ceiling tile missing A Bldg. 1st Floor, Room A113: Floor tile delaminating in certain areas. Auditorium: Plaster damage on wall North side A Bldg. 2nd Floor, Room A 215: Broken /stained ceiling tiles. A Bldg. 2nd Floor, Room A204: Stained ceiling tiles Library Ceiling tile missing. Work orders submitted.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	A Bldg. 1st. Floor, Room A 125: Electrial box missing cover plate. Work order submitted
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	A Bldg. 2nd. Floor, Room Girls Restroom: Sink pulling away from wall, hand dryer not working. Work order submitted
Safety: Fire Safety, Hazardous Materials	Good	

Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	A Bldg. 1st. Floor, Room A120: Missing blank cover on exterior door, missing wall bracket for fire extinguisher, ceiling tile missing. A Bldg. 2nd Floor, Room A212: Window shade broken Work orders submitted.

Overall Facility Rate

Year and month of the most recent FIT report: November 2016

Overall Rating	Good

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 grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	19%	17%	42%	43%	48%	48%
Mathematics (grades 3-8 and 11)	12%	17%	30%	33%	36%	37%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2018

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	148	144	97.30%	17.36%
Male	68	67	98.53%	--
Female	80	77	96.25%	23.38%
Black or African American	34	33	97.06%	18.18%
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	100	99	99.00%	16.16%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	130	127	97.69%	14.96%
English Learners	50	49	98.00%	14.29%
Students with Disabilities	32	31	96.88%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Last updated: 1/26/2018

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	148	145	97.97%	16.55%
Male	68	68	100.00%	--
Female	80	77	96.25%	22.08%
Black or African American	34	34	100.00%	
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	100	99	99.00%	18.18%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	130	128	98.46%	14.84%
English Learners	50	50	100.00%	14.00%
Students with Disabilities	32	32	100.00%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Last updated: 1/26/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	29.0%	10.0%	49.0%	45.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested 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 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/26/2018

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	20.6%	9.5%	11.1%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/26/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parents are involved in school activities by volunteering at schools and/or district events, being a part of a school-level and/or district-level parent groups, participating in parenting and/or parent capacity building workshops, seminars, etc. District's Family Resource Center, in partnership with schools, Twilight Adult Education, district departments and community organizations, offers parent classes, trainings, Parent University workshops, and seminars on parenting, helping parents understand the state academic standards, state assessments, how to help their children to improve academic achievement, technology, leadership, etc. Information on all district-wide parent workshops, parent meetings and volunteering/leadership opportunities are posted on the Family and Community Engagement webpage of pusd.us. Parents can also contact the Family Resource Center at (626) 396-3600 ext. 88191 for help on navigating the schools system, information on parental involvement, trainings and volunteering. Additionally, the Family Resource Center's two Community Liaison Specialists provide support to all schools on family engagement.

The District Family Resource Center, in collaboration with the Office of Student Support Programs and the District Advisory Council, offers trainings to parents and staff on School Site Councils, including SPSA goals, budget, parental involvement policies, how to conduct successful meetings, Robert's Rules of Order, etc.

The District Family Resource Center supports parent advisory groups (AAPC, CAC, DAC, PTA, FYC, LCAP PAC, and DELAC) and Parent Leaders Group, a cross-functional team that collaborates on family involvement programs and activities across the district. All parent groups provide annual recommendations to the School Board on academics, budget, school climate, parental involvement, etc.

Our parents are invited to partner with us in many different ways including, Parent Teacher Association, English Language Advisory Council, African American Parent Council and School Site Council. We also enjoy matching parent passions and talents with students' needs. Whether you're an artist who would like to teach a lesson, or you play with the Los Angeles Philharmonic and would like to host a strings workshop you are welcome!

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	3.3%	4.1%	5.8%	5.0%	4.5%	4.6%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
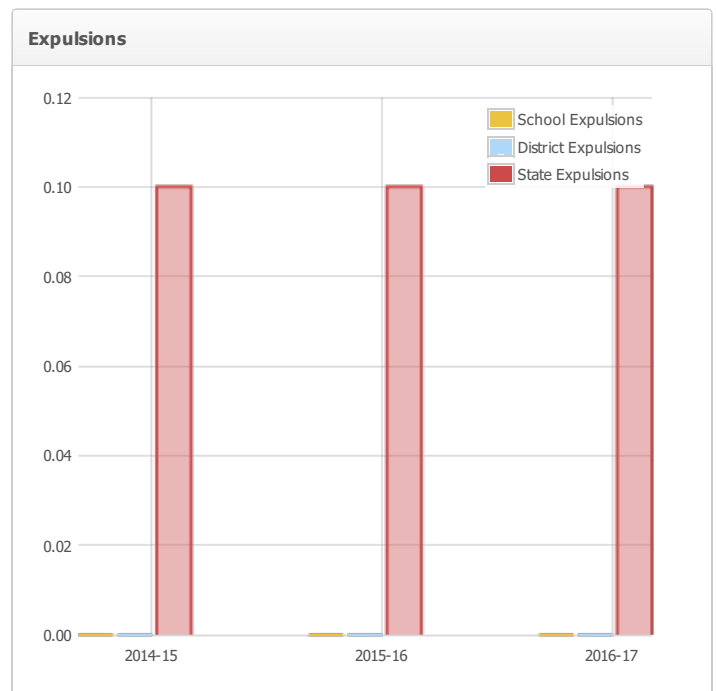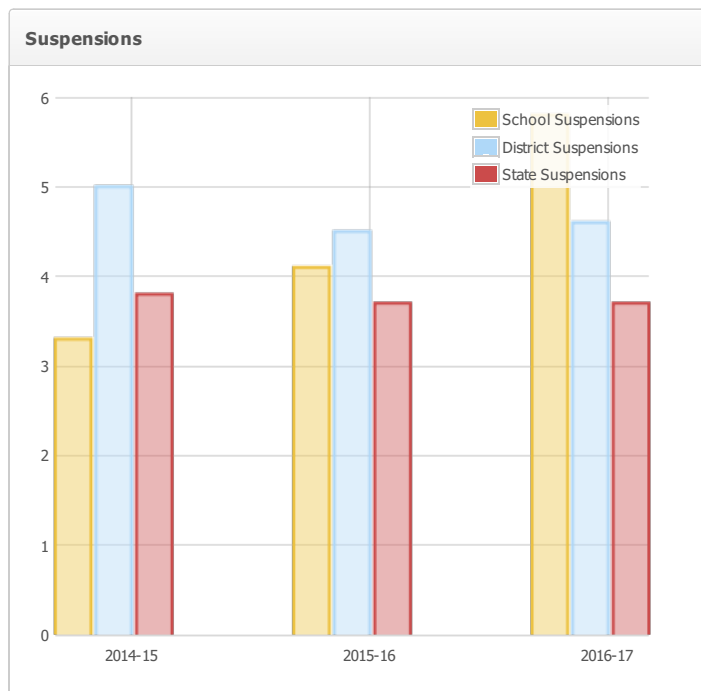
Last updated: 1/26/2018

School Safety Plan (School Year 2017-18)

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 2017.

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.

Last updated: 1/29/2018

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 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2011-2012
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	83.3%

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	23.0	0	2	0	21.0	1	1	0	24.0	0	2	0
1	25.0	0	1	0	24.0	0	1	0	22.0	0	1	0
2	24.0	0	2	0	24.0	0	2	0	25.0	0	1	0
3	20.0	1	2	0	28.0	0	2	0	22.0	1	1	0
4	22.0	1	1	0	32.0	0	1	1	27.0	0	2	0
5	14.0	2	1	0	26.0	0	2	0	32.0	0	1	1
6	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Last updated: 1/26/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other	8.0	N/A

Note: Cells with N/A values do not require data.

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$12736.5	$5414.2	$7322.3	$78285.7
District	N/A	N/A	$5978.7	$71988.0
Percent Difference – School Site and District	N/A	N/A	20.2%	8.4%
State	N/A	N/A	$6574.0	$77824.0
Percent Difference – School Site and State	N/A	N/A	10.8%	0.6%

Note: Cells with N/A values do not require data.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary

Types of Services Funded (Fiscal Year 2016-17)

Altadena Elementary is a Full Inclusion school and serves both regular education and special education students in grades Pre K through Fifth. The school has a full day Kindergarten program. Currently, there is one Kindergarten class, one Kindergarten/First combination class, one First grade class, one Second grade class, one Second/Third combination class, one Third grade class, two Fourth grade classes, and two Fifth grade classes (separated in blocks according to subject matter – one for Math and Science and the other for English Language Arts and Social Science). Altadena School also offers Coordinated Early Intervening Services (CEIS) for First and Second grade students who need extra academic support in English and Mathematics. In addition, Altadena Elementary's Full Inclusion program serves students with both mild-moderate and moderate-severe disabilities at all grade levels and offers one Learning Labs with three full- time Special Education Coordinators to meet the specific needs of our students with Special Education IEPs. Two full-time Instructional Coaches support all teachers at Altadena in their implementation of all curriculum. Altadena Elementary also boasts a Running Club Program (Tuesday-Thursday mornings) and a Fine Arts/Elective Rotation Program on Friday afternoons.

As an integral part of our school's educational program, all students are encouraged to participate in the school's academic and extracurricular activities designed to promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Those activities include, but are not limited to, Math Field Day, African American History Bee, LEARNs Cheer, Football Team, Soccer Team, Safe School Ambassadors, and Science Innovation Exposition. As such, students at Altadena Elementary School are guided by specific rules and expectations that promote respect, responsibility, and safety. The overarching goal is to provide students with opportunities to learn and display self-discipline and control. Furthermore, here at Altadena School, students' academic progress, good behavior, and achievements are recognized and celebrated during monthly school-wide assemblies.

Students have the opportunity to participate in the after-school LEARNS program. The LEARNS program provides students with one hour of academic studies, one hour of homework help, and one hour of enrichment. The LEARNS program works closely with the staff at Altadena School to support the academic growth of students.

Altadena Elementary School has also implemented a Fine Arts/Electives Friday Program, where each grade level participates in a special elective of Fine Arts class. Students in grades three through five receive instrumental music instruction. We also provide students the opportunity to be exposed to a variety of musical performances through music and singing assemblies such as string quartets and opera.
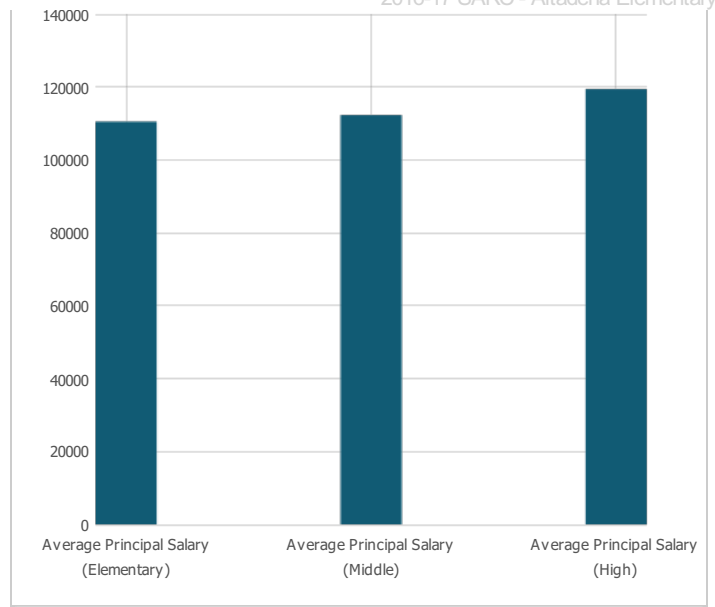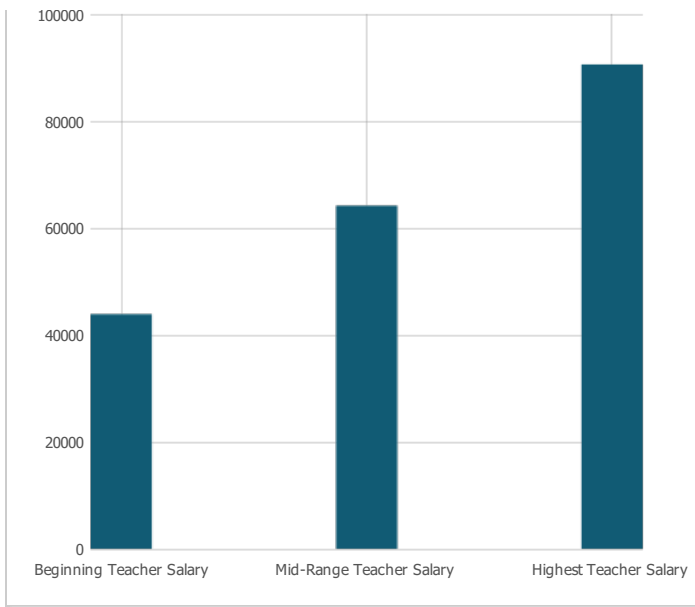
Last updated: 1/28/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$43,901	$48,522
Mid-Range Teacher Salary	$64,196	$75,065
Highest Teacher Salary	$90,585	$94,688
Average Principal Salary (Elementary)	$110,511	$119,876
Average Principal Salary (Middle)	$112,315	$126,749
Average Principal Salary (High)	$119,435	$135,830
Superintendent Salary	$250,000	$232,390
Percent of Budget for Teacher Salaries	29.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

Principal Salary Chart

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

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Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2018 Single Plan for Student Achievement	2018-05-05		View	View	41

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School Site Council Membership	**Recommendations and Assurances**	Appendix - School Accountability Report Card

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

☑ English Learner Advisory Committee

<u>**Clear**</u>

Signature

☑ African American Parent Council

<u>**Clear**</u>

Signature

☐ Community Advisory Committee for Special Education Programs

<u>**Clear**</u>

Signature

☐ Gifted and Talented Education Program Advisory Committee

<u>**Clear**</u>

Signature

☐ Other committees established by the school or district (list):

<u>**Clear**</u>

Signature

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council at a public meeting on: May 8, 2018

The English Learner Advisory Committee had the opportunity to provide input and advice on the development of this school plan specifically as it relates to EL students:

<u>**Clear**</u>   <u>**Clear**</u>

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Attested:

Clear

Benita Scheckel
Typed Name of School Principal

Signature of School Principal

5/8/18
Date

Clear

Panagiota Regopoulos
Typed Name of SSC Chairperson

Signature of SSC Chairperson

5-8-18
Date

Previous Section

School Site Council Membership

Current Section

Recommendations and Assurances

Next Section

Appendix - School Accountability Report Card

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Name	Document Last Updated	View Document	Document History	Attachments	Edit By Sections
2018 Single Plan for Student Achievement	2018-05-07		View	View	41

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Appendix - Instructional Services | **Appendix - Comprehensive School Safety Plan** | Appendix - Kindergarten Transition Plan and Objectives

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Pasadena Unified School District
Comprehensive School Safety Plan Sb-187

Pursuant to Education Code EC 35294 et seq., every school in California is required to develop a comprehensive school safety plan to address safety concerns identified through a systematic planning process. A school site council or safety planning committee shall review and update the plan by March 1st of each year. Each school shall report on the status of the plan in the annual School Accountability Report Card (SARC).

This is to certify that Altadena Arts Magnet has complied with Senate bill 187 Comprehensive School Safety plan requirements established by California Education Code EC 35294 et seq. and approved by our School Site Council for the current school year.

Principal: _____   Date: 5/8/18
                        (Signature)

School Safety Committee Chair: _____   Date: 5/8/18
                                            (Signature)

In the 2002 legislative session, Senate Bill (SB) 1667, School Violence and Assembly Bill (AB) 2198, School Violent Crime were approved by the Legislature and became effective January 1, 2003.

SB 1667 requires the following school safety plan changes:
EC 35294 requires schools to hold a public meeting at the school site to allow members of the public the opportunity to express an opinion about the plan. SB 1667 amends EC 3524.8 to require schools to notify, in writing, the public of the meeting.

This is to certify that the Pasadena Unified School District has complied with SB 1667, pursuant to EC 35294.8 to notify the public of the public meeting.

District Representative: Eric Sahakian, Executive Director Child Welfare Safety and Attendance

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Appendix - Instructional Services | **Appendix - Comprehensive School Safety Plan** | Appendix - Kindergarten Transition Plan and Objectives

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