



PUSD
Pasadena Unified School District

SUPERINTENDENT

Jon R. Gundry

BOARD OF EDUCATION

Renatta Cooper, President
cooper.renatta@pusd.us

Ed Honowitz, Vice President
honowitz.ed@pusd.us

Kimberly Kenne, Member
kenne.kimberly@pusd.us

Ramon Miramontes, Member
miramontes.ramon@pusd.us

Scott Phelps, Member
phelps.scott@pusd.us

Elizabeth Pomeroy, Member
pomeroy.elizabeth@pusd.us

Tom Selinske, Member
selinske.tom@pusd.us

Jon R. Gundry, Secretary to the Board
gundry.jon@pusd.us

DISTRICT MISSION STATEMENT

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

** Data in this report are reflective of the 2011-12 school year unless otherwise noted.*

Sierra Madre



School

Esther C. Salinas, Principal

Elementary School Campus

141 W. Highland Ave. • Sierra Madre, CA 91024 • (626) 396-5890

Garrett Newsom, Principal

Middle School Campus

160 N. Canon • Sierra Madre, CA 91024 • (626) 396-5910

2011-2012 School Accountability Report Card

Published in the 2012-2013 School Year

Principal's Message

Welcome to Sierra Madre School, a community of learners with a proud tradition of excellence featuring:

- Strong academic program
- Highly qualified team of professional educators
- Celebrated visual and performing arts programs
- Enthusiastic and supportive families
- Dedicated and involved community partners
- Talented, creative, energetic and diverse student body

Sierra Madre School students will be the leaders, thinkers and creators of the future.

Core Values

- Academic Achievement
- Creative Culture
- Safe & Nurturing Environment

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. The city is most famous for the annual Tournament of Roses Parade and Rose Bowl Game.

Sierra Madre School is one of two K-8 schools in the Pasadena Unified School District. The school is divided into two campuses; the middle school campus houses grades six through eight and the lower campus houses grades Pre-kindergarten through five.

The elementary school campus of Sierra Madre School is quite unique; the Spanish-style main building was constructed in 1930, and large sycamore trees and a glorious mountain view make for a beautiful campus. A Japanese Zen Garden and Koi Pond, originally built and dedicated to the school by Japanese-American parents in 1932, are a source of pride and a gathering point for the school and community as a whole.

Sierra Madre School is located northeast of Pasadena in the small community of Sierra Madre. In the 2011-12 school year, the school served 1,088 students in grades kindergarten through eight. The chart displays student enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group

2011-12	
	Percentage
African American	5.4%
American Indian	0.3%
Asian	3.6%
Filipino	0.7%
Hispanic or Latino	31.1%
Pacific Islander	0.1%
White	52.9%
Two or More	4.7%
None Reported	1.2%

Discipline & Climate for Learning

Students at Sierra Madre School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and provides opportunities to learn self-discipline through school-wide positive behavior support and a system of consistent rewards and consequences. Good discipline is a solid foundation on which to build an effective school.

The district provides an annual Student Conduct Code for each of its sites, supplemented by a set of behavioral standards developed by the school. Parents and students are informed of discipline policies through classroom orientation, schoolwide assemblies, and individual student planbooks. Appropriate behavior is encouraged through praise and motivational incentives, as well as positive behavior support and conflict resolution tools, to further develop personal growth. Additionally, Sierra Madre School has a Guidance program in place for all students.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	11	18	22	2376	3094	1768
Suspension Rate	1.1%	1.7%	2.0%	11.8%	15.6%	8.9%
Expulsions	0	0	0	10	9	6
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Extracurricular Activities

Students are encouraged to participate in the school's academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Activities, sports, and clubs include:

- Inter- and Intra-Mural Athletics
- Community Arts Group
- Student Council (grades 5-8)
- Dance Maniacs
- Odyssey of the Mind Competition
- SPARKS Sports Program
- Community Service Club (grades 5-8)
- After-school Recreation/Enrichment/Homework Club
- Japanese Koi Pond, Zen Garden, and Rose Garden up-keep
- Glee Club/Drama/Choral Ensemble
- Violin (grade 3)
- Theme Play Days
- Junior Thespians
- Friday Electives
- Native Garden
- Math Field Day
- Afterschool Sports

Sierra Madre School offers students a wide selection of art courses, in collaboration with local art groups, including: dance, drama, instrumental music, chorus, and visual arts. Students may also participate in the Enrichment Program in which they are tutored and may take chess and animation classes.

School Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities.

Students are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school and district counseling are not effective.

Class Size

The Class Size Distribution table illustrates the average class size by grade and subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	10	11	12	10	11	12	10	11	12	10	11	12
By Grade Level												
K	21	22	26	2	1	-	4	4	4	-	-	-
1	22	29	28	-	-	-	5	4	4	-	-	-
2	22	29	29	-	-	-	5	4	4	-	-	-
3	22	30	30	-	-	-	5	4	4	-	-	-
4	31	34	31	1	-	-	-	-	4	3	4	-
5	34	36	32	-	-	-	1	-	3	2	3	1
K-3	22	27	28	2	1	-	19	16	16	-	-	-
4-5	33	28	23	1	4	43	1	3	34	5	14	24
By Subject Area												
English	30	28	19	2	1	10	2	3	4	7	4	5
Math	30	31	21	2	-	8	2	3	7	7	4	3
Science	30	28	20	2	1	8	3	3	6	7	4	4
Social Science	31	28	32	2	1	1	3	3	5	7	4	6

Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. For the past three years, 100% of K-3 classrooms in the district participated in CSR.

Instructional Minutes & Minimum Days

In the 2011-12 school year, some grades did not meet the daily instructional minute requirements specified in the California Education Code because the district's school year ran 178 days instead of 180 days. The State allowed the shortage of minutes. The district also provided two minimum days for Back-to-School Night and Open House.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
K	36,000	56,630
1st-3rd	50,400	53,975
4th-5th	54,000	53,975
6th-8th	54,000	60,975

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. In the 2009-10 school year, the district offered three development days, and in the 2010-11 and 2011-12 school years, the district offered one staff development day. During these sessions, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

In the 2011-12 school year, staff development topics included:

- Data Analysis
- Next Steps Instructional Strategies for Differentiation
- School safety
- Behavior Rtl

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

Teacher Assignment

Pasadena Unified School District recruits and employs only the most qualified credentialed teachers available who meet all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			District 11-12
	School 09-10	School 10-11	School 11-12	
Fully Credentialed	43	40	43	761
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	4

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential.

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.

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

	Misassignments/Vacancies		
	10-11	11-12	12-13
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

Counseling & Support Staff (School Year 2011-12)

In addition to academics, the staff at Sierra Madre School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The academic counselor-to-pupil ratio is 1:1,034. The chart displays a list of support services that are offered to students.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Bilingual Aide	1	0.6
Counselor	1	0.6
Curriculum Resource Teacher	1	0.7
English Language Development (ELD) Teacher	1	0.3
Health Clerk	2	1.6
Inclusion Teacher	2	2.0
Library Coordinator	1	0.5
Music Teacher	1	0.4
PE Teacher	1	1.0
Psychologist	1	0.8
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aide	5	4.0
Security Guard	1	1.0
Special Day Class (SDC) Teacher	3	3.0
Speech and Language Aide	1	0.5
Speech and Language Specialist	2	1.0

The district offers school-based mental health services, including counseling services and referrals for students and their families, as well as the Young and Healthy "I Think I Can" program that is presented to students. Students with exceptional needs receive specialized instruction based on Individualized Education Plans (IEP).

Sierra Madre School offers a pull-out program, where students receive additional assistance from a Resource Specialist Program (RSP) Teacher and a Speech/Language Specialist. The school also provides two Special Day Classes (SDC) for students.

Gifted and Talented Education (GATE) students are clustered into the same classrooms where they receive enhancement activities in addition to regular classroom work.

English Learner (EL) students are pulled out of their regular classes to receive additional assistance from the English Language Development Teacher.

Sierra Madre School offers a reading pull-out program, in-school and after-school intervention programs, and optional summer school for students who need support or who are at risk of retention. In addition, local private high schools also provide tutors for students when needed. Sierra Madre School is utilized as a training facility for student teachers from neighboring universities.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Sierra Madre School. These measure students' actual progress as well as the effectiveness of the instructional program. Teachers also administer assessments that correlate with textbooks and instructional materials.

Adequate Yearly Progress (School Year 2011-12)

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

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

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

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2012 Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	9	9	9
Similar Schools	6	7	5
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	13	11	4
Hispanic or Latino			
Actual API Change	52	10	-10
White			
Actual API Change	11	-1	5
Socioeconomically Disadvantaged			
Actual API Change	19	8	-1

	2012 Growth API Comparison					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	830	912	13,127	761	4,664,264	788
Black or African American	46	881	2,087	711	313,201	710
Asian	22	948	391	907	404,670	905
Hispanic or Latino	268	860	8,065	735	2,425,230	740
White	430	936	1,795	870	1,221,860	853
Two or More Races	49	975	397	867	88,428	849
Socioeconomically Disadvantaged	184	829	9,393	724	2,779,680	737
English Learners	62	750	4,513	685	1,530,297	716
Students with Disabilities	91	729	1,719	579	530,935	607

Federal Intervention Program (School Year 2012-13)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

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

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2011-2012
Year in PI (2012-13)	-	Year 2
# of Schools Currently in PI	-	17
% of Schools Identified for PI	-	51.52%

California Standards Test

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

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	75	78	78	49	50	51	52	54	56
Mathematics	81	81	83	44	45	45	48	50	51
Science	82	87	88	45	48	51	54	57	60
History/Social Science	50	65	57	39	39	39	44	48	49

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/Social Science
District	51	45	51	39
School	78	83	88	57
African American/Black	78	72	*	*
Asian	82	86	*	*
Hispanic or Latino	67	74	80	49
White	84	88	92	61
Males	74	81	88	61
Females	83	85	87	52
Socioeconomically Disadvantaged	59	67	75	30
English Learners	25	33	*	*
Students with Disabilities	51	56	50	9

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

California Modified Assessment (CMA)

The California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in ELA for grades three through eleven; Mathematics for grades three through seven, Algebra I, and Geometry; and Science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA)

The California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes ELA and Mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

Physical Fitness (School Year 2011-12)

In the spring of each year, Sierra Madre School is required by the state to administer a physical fitness test to all fifth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone

2011-12

Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.5%	29.3%	44.4%
7	13.9%	13.9%	67.3%

Curriculum Improvement

All curriculum development at Sierra Madre School revolves around the state Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. Curriculum at Sierra Madre Elementary School is evaluated using curriculum mapping and student grades. The Department Chairs and Leadership Team participate in curriculum decisions at both site- and district-levels.

Textbooks & Instructional Materials (School Year 2012-13)

Pasadena Unified School District held a public hearing on October 16, 2012, and determined that each school within the district has sufficient and good quality textbooks, including instructional materials, texts for Visual and Performing Arts, Health, and Foreign Languages, and science lab equipment, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Additionally, all textbooks and instructional materials used within the district must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in February 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks

Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-7th	Mathematics	Glencoe/McGraw Hill	2008	Yes	0.0%
6th-8th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2008	Yes	0.0%
6th-8th	Reading/ Language Arts	Holt McDougal	2010	Yes	0.0%
K-5	Reading/ Language Arts	SRA/McGraw-Hill	2002	Yes	0.0%
6th-8th	Science	CPO Science	2007	Yes	0.0%
K-5	Science	Houghton Mifflin/Harcourt	2007	Yes	0.0%
6th-8th	Social Science/ History	Glencoe	2006	Yes	0.0%
K-5	Social Science/ History	Scott Foresman	2006	Yes	0.0%

Additional Internet Access/Public Libraries

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

Safe School Plan

The safety of students and staff is a primary concern of Sierra Madre School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is a responsibility shared among instructional aides, noon supervisors, playground aides, teachers, and administrators, and is provided before school, during breaks, at lunch, and after school. Sierra Madre School also works with City Traffic Managers, police, and district officials to develop traffic and pedestrian routes. Sierra Madre police officers assist with traffic control every morning. For added security, the campus is patrolled regularly by the Sierra Madre Police, one of the school's partners.

The School Site Safety plan is revised each winter by the Safety Committee and the School Site Council. The plan was most recently updated and reviewed with school staff in April 2012. The key elements of the Safety Plan include revising the emergency evacuation plan and replenishing the emergency supply bin. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster.

School Facilities

Sierra Madre School was established in 1930 and is currently comprised of 40 classrooms (middle school and elementary school campuses). The middle school campus contains a music/dance room, art room, a science lab, a counseling room, a cafeteria, and a staff lounge. The elementary school campus contains a library, a computer lab, a science lab, an arts discovery room, a counseling room, a cafeteria, a 600+ seat auditorium, a staff lounge, and four playgrounds.

During the 2011-12 school year, both campuses will undergo significant changes due to funding from Measure TT. The elementary school campus will be replacing bungalows with a permanent building for Pre-Kindergarten, fourth, and fifth grades. The middle school campus has been completely demolished and will be rebuilt into a brand new state of the art comprehensive Middle School. The chart on page 7 displays results from the most recent facilities inspection.

Cleaning Process

Sierra Madre 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 six custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by Sierra Madre School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Deferred Maintenance Budget

The State School Deferred Maintenance Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Pasadena Unified School District did not participate in the deferred maintenance program for the 2012-13 school year.

School Leadership

Leadership at Sierra Madre School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Principal Esther Salinas joined the school in the fall of 2011. She brings to the school more than 16 years of experience in education, with 11 years in administration.

Staff members participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals. Opportunities for involvement include:

- Annual Fund
- Data Teams
- English Language Advisory Council (ELAC)
- Instructional Leadership Team
- Middle School Advocates
- Parent Teacher Association
- School Site Council
- Student Council
- Student Study Teams
- Respond to Intervention Team

School Plan Subgroup Committees include: Early Childhood Education, Gifted & Talented Education, Special Education, English Learners (EL), and Socioeconomically Disadvantaged. Department committees include: English/Language Arts, Math & Science, Social Science, Technology, Physical Education, and Visual & Performing Arts.

Parent & Community Involvement

Parents and the community are very supportive of the education program at Sierra Madre School. Parents can participate in the Parent Teacher Association (PTA), English Language Advisory Council, African American Parent Council, Annual Fund Committee, Middle School Advocates, and School Site Council. In addition, parents and community members may participate in our Parent Volunteer Program.

School Facility Conditions				
Date of Last Inspection: 10/24/2012				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			SM Upper MPR Bldg. - Missing HVAC vent cover. SM Upper CR-8 - A/C not working properly. Work orders submitted.
Interior	X			Outside K1 South side - Small hole in wall. Hallway Near Classroom 103 - Plaster repair needed underneath drinking fountain. SM Upper CR-9 - Missing ceiling tile. SM Upper Student Support Office - Several stained ceiling tiles. Work orders submitted.
Cleanliness (Overall Cleanliness, Pest/ Vermin Infestation)	X			
Electrical	X			Teacher's Lounge - Electrical outlet coming off wall by wall heater. Auditorium - Wheelchair lift is not working. SM Upper CR-11 - Electrical box cover plate missing. Work orders submitted.
Restrooms/Fountains	X			SM Upper Girls Restroom - Faucet handle loose. SM Upper Boys Restroom - Toilet flush valve leaking. SM Upper Boy's portable restroom - Missing lock on plumbing access door. SM Upper Girls portable restroom - Missing toilet seat cover dispenser. Work orders submitted.
Safety (Fire Safety, Hazardous Materials)	X			SM Upper CR-17 - Missing fire extinguisher. Work order submitted.
Structural (Structural Damage, Roofs)	X			B Building Roof - Minor roofing repair needed. Cafeteria Kitchen Roof - Roof has minor signs of a leak. Work orders submitted.
External (Grounds, Windows, Doors, Gates, Fences)	X			Stairs by Pond - Concrete stairs have minor damage. Playground - Asphalt needs patch work. Front of School Entrance - Concrete stairs have minor damage. Work Orders Submitted. Cafeteria - Window inoperative. Restroom Near Classroom 99 - Outside window of restroom has broken glass. Basketball Court - Fence repair needed. SM Upper CR-13 and CR-14 - Sings of wood rot around window. SM Upper CR-17 - Door handle sticks, needs servicing. Work orders submitted.

IKEA of Burbank, Lou Watanabe, San Gabriel Municipal Water District & Theodore Payne Foundation, and the Jamison Foundation have all made generous donations to the school. Other local partnerships include the Kiwanis Club, Citizens Business Bank, Sierra Madre Rotary, and the Interact Club (junior Rotarians). The Sierra Madre Police Department, Fire Department, Shumei Hall, LA County Museum of Arts, Norton Simon, Pasadena Historical Museum, Sierra Madre Creative Arts Group, Sierra Madre Library, and Women's Club also play a large role on campus.

Contact Information

Parents who wish to participate in Sierra Madre School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (626) 396-5890, or by email at salinas.esther@pusd.us.

Expenditures & Services Funded (Fiscal Year 2010-11)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2010-11 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,377
From Supplemental/Restricted Sources	\$1,298
From Basic/Unrestricted Sources	\$4,079
District	
From Basic/Unrestricted Sources	\$3,973
Percentage of Variation between School & District	2.66%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-25.23%

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

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

District Revenue Sources (Fiscal Year 2011-12)

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

- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Title I, Parts A & D - Basic & Delinquent Funds
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Limited English Proficient (LEP)
- Title IV, Safe and Drug Free Schools & Communities (SDFSC)
- Title V, Innovative Programs
- Tobacco Use Prevention Education (TUPE)

Teacher & Administrative Salaries (Fiscal Year 2010-11)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2010-11		
	District	State
Beginning Teachers	\$39,120	\$40,932
Mid-Range Teachers	\$60,480	\$65,424
Highest Teachers	\$80,729	\$84,596
Elementary School Principals	\$103,554	\$106,806
Middle School Principals	\$105,864	\$111,776
High School Principals	\$113,442	\$120,858
Superintendent	\$238,600	\$204,089
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.6%	39.4%
Administrative Salaries	5.7%	5.0%

School Site Teacher Salaries (Fiscal Year 2010-11)

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

Average Teacher Salaries	
School & District	
School	\$64,377
District	\$65,714
Percentage of Variation	-2.04%
School & State	
All Unified School Districts	\$68,488
Percentage of Variation	-6.01%

Data Sources

Data within the SARC was provided by Pasadena Unified School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.