

PASADENA UNIFIED SCHOOL DISTRICT

**SCHOOL ACCOUNTABILITY PLAN  
2016-2017**

-The Single Plan for Student Achievement

Sierra Madre Middle School

19-64881-6021737  
CDS Code

Date of this revision: May 16, 2016

The Single Plan for Student Achievement (SAP/SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the Single Plan for Student Achievement.

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 .**

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## Mission Statements and School Descriptions

2016-2017

### School Vision and Mission

Pasadena Unified District Mission Statement

The PUSD's mission is to provide rigorous education in an environment that engages and empowers all children to become lifelong learners; our students will be thinking, literate, productive, responsible and ethical, able to compete in and contribute to a diverse, democratic society. Our Children, Learning Today, Leading Tomorrow

### School Vision and Mission

Sierra Madre Middle School is committed to providing a program that promotes academic, physical, emotional, and social growth for all of our students, within a safe and secure environment. Our goal is that these endeavors will foster high student academic achievement and creative thinking among our students and staff. We pledge ourselves, as a school and staff, to work together in harmony with our parents and our community for the good of all students.

### 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
- **FOR SCHOOLS IN PROGRAM IMPROVEMENT (PI) identify areas and/or subgroups not meeting AYP targets and identify the school's year of PI status.**

Sierra Madre Middle School's Three Core Values are Academic Achievement, Creative Culture, and a Safe and Nurturing Environment. Located northeast of Pasadena in the small community of Sierra Madre, the campus was first established in 2004 in order to expand Sierra Madre Elementary School into a K8 school. This year marks the school's fourth year as one of the four stand alone middle schools in PUSD. It is quickly becoming a popular choice due to the small intimate learning environment it provides, and we have also begun the implementation of our Mandarin Dual Language Immersion Program. Our brand new campus is now complete, and the new facilities feature twenty classrooms, a gymnasium, multipurpose room, outdoor amphitheatre, library, choir room, instrumental music room, and labs for computers, as well as science and visual arts.

Sierra Madre Middle School has 435 students enrolled in grades six through eight. The student body demographics for the 2015-2016 school year are as follows; 48% White, 28% Hispanic, 10% African American, 5%Asian 9% all others. In addition, 87% of the students speak English, while 9% speak Spanish, 1 % Armenian, 0.5% Cantonese, Japanese& Korean, with 0.5%all others. Approximately 55% of Sierra Madre Middle School's students are residents of the community, and most of the 8th graders feed into Pasadena High School. Due to changes in busing though, there has been a sharp decrease in the number of socio-economically disadvantaged students attending the school. In fact, beginning with the 2007-2008 school year, Sierra Madre Middle School ceased to receive Title I funds, due to the fact that less than 20% of the student population receives free and reduced lunch.

Sierra Madre Middle School has 19 fully credentialed teachers, each of whom meets all credential requirements in accordance with State of California guidelines. A constructive evaluation process promotes quality instruction, and staff members build teaching skills and concepts through participation in professional development opportunities throughout the year. Also, the staff at Sierra Madre Middle School strives to assist students in their social and personal development. Staff members are trained to recognize at risk behaviors in all students, and an extensive network of support staff is dedicated to providing the services students need in order to reach positive goals. A comprehensive list of the support services offered at Sierra Madre Middle School is provided in the School Accountability Report Card (see p.5)

Our parents and our community are very supportive of the educational program at Sierra Madre Middle School. Parents can participate in the PTSA, the School Site Council, the English Language Advisory Council, and the African American Parent Council. However, it is also common to see parents at work within the classroom, tutoring and assisting with lessons. Of particular note is the support provided by parents in helping to facilitate the 7th& 8th Grade Science Labs, and the Service Club that meets once a month. Throughout the years, many donors have contributed to the success of Sierra Madre Middle School. The Annual Fund plays a critical role each year in raising approximately \$100,000 to be utilized by both public schools in Sierra Madre. In addition, local partnerships include the Kiwanis Club, Best Buy, Citizens Business Bank, and the Sierra Madre Rotary. The Sierra Madre Police and Fire Department, Shumei Hall, Los Angeles County Museum of Arts, Norton Simon, Pasadena Historical Museum, Sierra Madre Creative Arts Group, and Women's Club also play a large role on both campuses. Through relationships such as these, Sierra Madre Middle School has enjoyed a long tradition of educational excellence.

## School Data for 2015-2016 School Year (Prior Year)

### Student Enrollment by Group

Student Demographics			Culture/Climate		
	#	%		14-15	15-16
African American	33	5.0%	Attendance %	96.43	96.43
Asian	51	7.7%	Truancy %	40	9.6
Hispanic/Latino	153	23.0%	<b>Suspensions</b>		
White	411	61.7%	# of	15	18
Multiple/No Response	4	0.6%	# of individual students	12	10
Other	12	2.7%	<b>Referral for Expulsions</b>		
English Learner	8	1.8%	# mandated	0	0
Socio-Econ. Disadvantaged	108	24.2%	# permissive	0	3
Special Education	32	7.2%			
Foster Youth	2	0%			
<b>Total Enrollment:</b>	<b>666</b>				

#### Reclassification

Target	15% Increase
% of students who reclassified	27%
% of students that moved up by 1+ levels	64%

**School Improvement Progress Narrative**

<b>Target/Goal/ Focus Area</b>	<b>Prior Year Goal Use either annual goal/target (if available) or monitoring indicators</b>	<b>Met? Yes (Y) No (N) Progress (P)</b>	<b>Analysis Explain why met or did not meet Analyze and address both implementation and outcomes.</b>
<p style="text-align: center;"><b>Math</b></p>	<p>Standards aligned curriculum will be implemented in all core classrooms, to include differentiated strategies to meet the needs of students with disabilities and ELs. (P)</p> <p>Students will have sufficient access and use of standards aligned materials. (Y)</p> <p>Students will demonstrate numerical fluency, conceptual and procedural competency with mathematics. (P)</p>	<p>Progress</p>	<p>Math team reviewed limited SBAC data to identify areas of strength and areas for growth. Specific data needed to better improve instruction.</p> <p>Each math teacher implemented standards aligned units.</p> <p>Horizontal and Vertical team debriefing after the implementation of each unit would improve best practices.</p> <p>Master Schedule to provided limited time for our Math Coach to observe instruction, along with other teachers within the department.</p> <p>Students with disabilities were mainstreamed into GenEd courses per IEP</p> <p>SAI Classes were established to provide math instruction for all three grade levels.</p> <p>Regular Collaboration between Site Coach and District Coach</p> <p>PD Plan provided time for District Coaches to meet with teams during "A" Mondays.</p> <p>Engage New York was partially implemented due to logistical issues. Goal is to implement with fidelity at 6th, 7th &amp; 8th grade levels with appropriate support for next year.</p>
<p style="text-align: center;"><b>English Language Arts</b></p>	<p>Standards aligned curriculum will be implemented in all core classrooms, to include differentiated strategies to meet the needs of students with disabilities and ELs. (P)</p> <p>Students will have sufficient access and use of standards</p>	<p>Progress</p>	<p>ELA team review SBAC data as a whole, but did not have the opportunity to review individual data. Data from the prior and current academic school year are needed in order to identify areas of strength and areas for growth.</p>

<p>aligned materials and technology to meet the needs of 21st century learning. (P)</p> <p>Students will demonstrate proficient ability to cite evidence from both fiction and nonfiction text to support inferences, summaries, analysis. (P)</p>	<p>Each ELA teacher implemented the clearly defined standards per grade level per unit with district aligned units. Further clarification is necessary for next year.</p> <p>Limited alignment of team-teacher conference periods to allow for Horizontal and Vertical team debriefing after the implementation of each unit.</p> <p>Students with disabilities were mainstreamed into GenEd courses per IEP/students will be assessed based upon IEP goals of the student.</p> <p>SAI Classes were established to provide ELA instruction for all three grade levels.</p> <p>Professional Development plan provided time for District Coaches to meet with teams during "A" Mondays.</p> <p>Regular Collaboration between site and district Coach.</p> <p>Class sets of novels and informational texts were utilized to enhance curriculum.</p> <p>Brand new library opened up this year!</p> <p>Greater exposure to writing opportunities accomplished through the District mandated Writing Performance Tasks, and in class assignments and projects.</p> <p>Emphasis on the teaching of the whole writing process to include drafting, peer editing and final copy (i.e Thinking Maps, Step Up to Writing, Writer's Workshop).</p> <p>Teacher modeling of writing strategies.</p> <p>PD Plan to allow limited time for teachers to review and analyze anchor papers for performance tasks as needed or as an on-going basis.</p>
<p><b>Closing the Gap</b></p>	<p>27% of ELs were reclassified</p>
<p>Continue to increase the reclassification rate of ELs within our program. (Y)</p>	<p>Yes</p>

	<p>Increase every EL's proficiency level each year along the proficiency continuum (P)</p> <p>Continue to expand our cultural awareness and knowledge of appropriate instructional methods. (Y)</p>	<p>64% of EL's increased their proficiency level</p> <p>100% of ELS were administered the SRI Test as an alternative assessment for RFEF identification.</p> <p>CELDT results were not specifically reviewed to identify areas in which each LTEL scored a 3 or lower.</p> <p>Individual Learning Plans were not created for each student, with targeted focus on at-risk sub groups; EL's and FY students</p> <p>ELD Instruction was offered during Enrichment.</p> <p>PD Plan provided for "A" Monday time to review effective strategies (i.e. Kagan, SDAIE)</p> <p>50% CRT/LDRT to oversee program was not hired due to change in assignments at the District level.</p> <p>Extended learning day at the middle school provided ELA/Math Intervention after school.</p> <p>Consistent ELD curriculum was implemented during Enrichment.</p> <p>Effective ELD strategies were implemented across all curricular areas.</p> <p>ELAC meetings provided information on how parents can be assisting their children at home.</p> <p>Field Trips increased College and Career Bound Opportunities. (i.e. College and Careers Pathway)</p> <p>CTE Lab is a work in progress.</p> <p>Principal and Assistant Principal attended AASf Training</p> <p>Limited participation in the Adelante &amp; Young African American Conferences</p> <p>Collaboration with AAPC to provide an expanded set of Black</p>
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			<p>History Month activities.</p> <p>Hispanic Heritage, African American History, &amp; Chinese New Year Assemblies.</p> <p>Advisory Lessons</p> <p>Kindness Week was not implemented</p> <p>Collaborated with DLIP teachers to incorporate Mandarin culture into school activities.</p>
<p><b>Parent/Community Engagement</b></p>	<p>Continue to develop a Parent Education Program (P)</p> <p>Increase collaboration between parents, teachers &amp; students (Achieved, PTSA, SSC, MDLIP, Student Council) [Y]</p> <p>Increase outreach and communication to all parents and guardians and increase the number who report feeling welcome and engaged with their school as measured by the district's client survey. (P)</p>	<p>Progress</p>	<p>Created tools to assist parents with the transition into and out of middle school through 5th grade parent info night, 8th grade parent info night, &amp; PHS info night</p> <p>Plans for hosting a Parent information night on a variety of topics pertaining to middle school is in planning for next year.</p> <p>Limited opportunities were provided for parents and guardians to provide input on parent education topics and various school functions.</p> <p>Student Handbook needs to be redesigned to provide additional information for parents. Regarding attendance policies.</p> <p>Administration met with the Family Resource Center to identify topics for parent trainings</p> <p>Room Coordinators worked with teachers in identifying and communicating specific classroom needs and volunteer opportunities</p> <p>Alternating afternoon PTSA meetings promoted teacher participation. "A" Monday meeting agendas were devoted to spending time at the PTSA meetings.</p> <p>PTSA collaborated with Student Council around school activities, and a student rep attended meetings on behalf of the students.</p> <p>Parent /Teacher Committees assisted with the transition into new</p>

			<p>campus.</p> <p>Parent Leadership Group will meet prior to the end of the school year</p> <p>Continued meetings with our DLIP implementation Team. While the implementation team no longer exists, the DLIP mtgs are continuing in the district with parent reps)</p> <p>Continued collaboration with our parents from Field as we develop our relationship and welcome them into our community.</p> <p>Majority of teachers utilizing classroom web pages. Additional support and training (i.e HAIKU) (In progress)</p> <p>Majority of teachers utilizing the Parent Portal. (in progress)</p> <p>Provided capacity for staff to oversee school website.</p> <p>Increased Nixle participation to 300+ members</p> <p>Sunday Night Call/Eblast sent out each week</p> <p>Regular School Tours on the first Wednesday of each month. Coffee with the Principal held in the Fall.</p> <p>Regular updates regarding the progress of our construction were provided on our school website.</p> <p>Volunteer Orientation meetings were conducted with multiple locations and times offered</p>
<p><b>School Safety, Climate and Culture</b></p>	<p>Reduce the percentage of suspension (in and out of school) by 10% annually by implementation of effective alternatives to suspension. (P)</p> <p>We need to continue to decrease or eradicate all expellable offenses on campus. (P)</p> <p>Increase attendance by .5% each year and decrease chronic</p>	<p>Progress</p>	<p>Attendance rate was 96.48%</p> <p>Universal Screeners were administered in the fall, with a follow up in the Spring, in order to identify students in need of tier II interventions</p> <p>The creation of a formal RtI team to assign appropriate Tier II interventions and monitor student progress remains a work in</p>

	<p>absenteeism by 1%. (Y)</p> <p>Create School Safety Plan to address the needs of our new campus. (Y)</p>	<p>progress.</p> <p>Professional Development Plan incorporated PD for teachers in the area of RtI, proactive, classroom management strategies, and effective Tier II interventions. Additional training is needed for instructional aides.</p> <p>Character Cash/Student Store was implemented to promote positive behavior. Additional funds are needed, as well as alternative items in order for the Student Store to be fully effective. A Grant for next year is a possibility.</p> <p>Owens Bullying Curriculum was embedded within Advisory lessons. Three teachers are piloting a potential new curriculum for next year.</p> <p>Weekly Operations meetings to review and discuss any safety concerns or issues are ongoing as necessary.</p> <p>CPI Training for Security Guard and selected Staff.</p> <p>The coverage schedule during PE, Nutrition &amp; Lunch was revised on multiple occasions to respond to the challenges of Construction.</p> <p>A2 Attendance System was monitored on a weekly basis.</p> <p>Bi-Weekly SART meetings to review individual students were not established on a consistent basis.</p> <p>Conferences with chronic absentees were conducted by Administration, with one group Attendance meeting to review questions and concerns.</p> <p>Emergency folders were updated for each classroom in our new building, designating evacuation routes. Folders need to be revamped and personalized to each location.</p> <p>The Emergency Supply Bin was relocated, but not re-inventoried.</p> <p>20 Radios have been ordered to increase classroom</p>
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			<p>communication.</p> <p>Safety equipment was purchased for crossing guards. Emergency drills to practice evacuations were conducted on a regular basis.</p> <p>Campus visitor signs were posted throughout the school.</p> <p>100% Security Guard</p>
<p><b>School Selected</b></p>	<p>Continue to increase opportunities for Project Based Learning (PBL) into the curriculum in order to foster 21st century skills of collaboration, creativity, critical thinking, and communication (Y)</p> <p>Continue to expand our Specialized Academic Instruction program for students who are struggling to access the curriculum. (Y)</p>	<p>Yes</p>	<p>Several transitions in staffing affected the overall implementation of Common Core instruction.</p> <p>In ELA, students did a unit and implement Project Base Learning where they researched, write, and present their project.</p> <p>Common Planning time was provided for Special Education Teachers. In addition to their conference period, they have a release period to hold IEP meetings and attend SPED leadership team meetings.</p> <p>Increased collaboration with General Education teachers to appropriately modify the unit. General education teachers attended IEP meetings and provide input regarding the individual student. In addition, general education teachers worked closely with SPED teachers to ensure students are receiving supports during instruction with an instructional aide.</p> <p>Field trips for students to practice their goals through real life situations. Throughout the school year, SPED students have attended multiple field trips with their respective grade levels in the general education setting. A few field trips have been designated for students as an incentive to visit town and practice life skills.</p> <p>Provide opportunities for mainstreaming into GenEd core classes and enrichments. All SPED students have at least one elective in the general education setting.</p> <p>Alignment of Master Schedule to increase support for SAI in all</p>

			<p>four subjects for all three grade levels. The master schedule supports the increase of SAI classes in all grade levels. A 6th grade self-contained class that provide all four content is new this school year with the help of one new teacher to Sierra Madre Middle School.</p> <p>Release time for IEP meetings and collaboration with General Education Teachers. Substitutes/coverage have been provided for teachers to collaborate.</p>
<p><b>Graduation -- Career/College Ready Formerly CAHSEE</b></p>			

Other Successes/Challenges/Areas for Improvement not noted above as part of a specific targeted area for improvement

<p><b>Success/Challenge/Area for Improvement</b></p>	<p><b>Related Goal Area (if applicable)</b></p>	<p><b>Analysis - What made success possible? For challenges or areas of improvement, address the underlying needs and potential barriers.</b></p>

**Planned Improvements for Student Performance - Summary of School Targets for School Year 2016-2017**

Area of Focus	School Targets
<b>Math</b>	65% of Students will meet or exceed standard on the SBAC
<b>English Language Arts</b>	65% of Students will meet or exceed standard on the SBAC
<b>Closing the Gap- must include one indicator for EL</b>	Reclassify 100% of ELs before they finish middle school
<b>Parent and Community Engagement</b>	Foster Meaningful Collaboration and Partnerships/Parent Engagement
<b>School Safety, Climate and Culture</b>	Foster an environment in which all students report feeling connected to their school.
<b>School Selected*</b>	Expand our VAPA Enrichment Program to provide differentiated levels of instruction for all students.
<b>Graduation/Career and College Ready (High Schools Only) – must include an indicator for CAHSEE</b>	

\* 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)	<ul style="list-style-type: none"> <li>• Rate of teacher misassignment</li> <li>• Student access to standards-aligned instructional materials</li> <li>• Facilities in good repair</li> </ul>
	Implementation of CCSS (CCSS)	<ul style="list-style-type: none"> <li>• Implementation of CCSS for all students, including EL's and students</li> </ul>
	Course Access (CA)	<ul style="list-style-type: none"> <li>• Student access and enrollment in a broad course of study that includes all of the subject areas</li> </ul>
Student Outcomes	Student Achievement (SA)	<ul style="list-style-type: none"> <li>• Performance on standardized tests</li> <li>• Score on API</li> <li>• Share of students that are college and career ready</li> <li>• Share of ELs that become English proficient</li> <li>• EL reclassification rate</li> <li>• Share of students that pass AP exams with 3 or higher</li> <li>• Share of students determined prepared for college as measure by the EAP</li> </ul>
	Other Student Outcomes (OSO)	<ul style="list-style-type: none"> <li>• Other indicators of student performance in required areas of study. May include performance on other exams</li> </ul>
	Parent Involvement (PI)	<ul style="list-style-type: none"> <li>• Efforts to seek parent input</li> <li>• Promotion of parental participation</li> </ul>
Engagement	Student Engagement (SE)	<ul style="list-style-type: none"> <li>• School attendance rates</li> <li>• Chronic absenteeism rates</li> <li>• Middle and high school drop out rates</li> <li>• Graduation rates</li> </ul>
	School Climate (SC)	<ul style="list-style-type: none"> <li>• Student suspension rates</li> <li>• Student expulsion rates</li> <li>• Other local measures</li> </ul>

### Planned Improvements in Student Performance – Target/Goal Page

<p><b>Target : <i>(insert annual target/goal)</i></b>  <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b>          65% of Students will meet or exceed standard on the SBAC.</p>	
<p><b>Area of Focus:</b>  <b>X Math (LCAP: SA, CA, OSO, CCSS)</b>  <b>English Language Arts (LCAP: SA, CA, OSO, CCSS)</b>  <b>Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS)</b>  <b>Parent and Community Engagement (LCAP:PI)</b></p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE)          Graduation/College and Career Ready (LCAP: SA)          (High Schools only – must include an indicator for CAHSEE)          School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>

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
Standards aligned curriculum will be implemented in all core classrooms, to include differentiated strategies to meet the needs of students with disabilities and ELS.	Math team to review SBAC data (EADMS) to identify areas of strength and areas for growth. Each math teacher will implement standards aligned units. Master Schedule to provide time for our Math Coach to observe instruction, along with other teachers within the department. Students with disabilities mainstreamed into GenEd courses per IEP SAI Classes established to provide math instruction for all three grade levels.		Horizontal and Vertical team debriefing after the implementation of each unit. Monitoring of lessons and groups work to observe efficacy	None Specified	Unrestricted 1,000	8/16-6/17	



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
Students will demonstrate numerical fluency, conceptual and procedural competency with mathematics.	<p>Regular Collaboration between Site Coach and District Coach</p> <p>PD Plan to provide time for District Coaches to meet quarterly with teams during "A" Mondays.</p> <p>Students will have sufficient access and use of standards aligned materials.</p>				8/16-6/17	
	<p>Engage New York implemented at 6th, 7th &amp; 8th grade level.</p> <p>Math Visionary Project implemented at 8th grade level.</p> <p>Field trips to demonstrate real life math applications. (i.e. Glendale Community College, CalTech, Azusa Pacific)</p> <p>Students will work with a variety of prompts that promote higher level thinking skills.</p> <p>Supplementary materials/training provided by the District.</p> <p>Regular meetings with math department.</p>	District Performance Tasks & Benchmarks	None Specified	None Specified		

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
Students will develop consistent writing strategies across all curricular areas.	Craft this need as our Problem of Practice. Develop practice of Instructional Rounds Provide greater exposure to writing opportunities Emphasize on the planning of written assignments before drafting (i.e Thinking Map, Step Up to Writing, Peer Review and editing, Writer's Workshop) Teacher modeling of writing strategies. Use of clear rubrics to assess writing assignments	PD Plan to allow time for teachers to review and analyze anchor papers for performance tasks. Instructional Rounds	None Specified	LCFF-LCAP 1,000	8/16-8/17	

**Planned Improvements in Student Performance – Target/Gol Page**

<p><b>Target: (insert annual target/goal)</b>                  Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</p>	
<p>65% of Students will meet or exceed standard on the SBAC</p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE)                  Graduation/College and Career Ready (LCAP: SA)                  (High Schools only – must include an indicator for CAHSEE)                  School Selected (circle one): Science, Social Studies/History, VAPA, Technology,                  Special Education,</p>
<p>Area of Focus:                  Math (LCAP: SA, CA, OSO, CCSS)                  X English Language Arts (LCAP: SA, CA, OSO, CCSS)                  Closing the Gap (must include EL reclassification goal of no less than 15% increase                  (LCAP: SA, CA, OSO, CCSS)                  Parent and Community Engagement (LCAP:PI)</p>	

What are the needs that can be identified from outcomes?	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
<p>Standards aligned will be implemented in all core classrooms, to include differentiated strategies to meet the needs of students with disabilities and ELS.</p>	<p>ELA team to review SBAC data to identify areas of strength and areas for growth.                      Each ELA teacher will implement the standards aligned units.                      Students with disabilities mainstreamed into GenEd courses per IEP.                      Master Schedule to provide time for our ELA Coach to observe instruction, along with other teachers within the department.                      SAI Classes established to provide ELA instruction for all three grade levels.</p>	<p>Vertical and Horizontal Team debriefing after each Unit</p>	<p>None Specified</p>	<p>None Specified</p>	<p>8/16-6/17</p>	

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
	<p>PD Plan to provide time for District Coaches to meet quarterly with teams during "A" Mondays.</p> <p>Regular Collaboration between site and district Coach.</p> <p>Students will have sufficient access and use of standards aligned materials.</p>					
Students will demonstrate proficient use of textual evidence in their oral and written responses.	<p>Use SBAC aligned Guiding Questions and Challenges to introduce tasks and as basis for assessment</p> <p>Class sets of novels and informational texts to enhance curriculum.</p> <p>Students will work with a variety of prompts that promote higher level thinking skills.</p> <p>Continue to build and develop library resources to support and enhance instruction.</p>	District Performance Tasks & Benchmarks	None Specified	None Specified None Specified	8/16-6/17	
Students will develop consistent writing strategies across all	Craft this need as our Problem of Practice.	PD Plan to allow time for teachers to review and analyze anchor papers for	None Specified	LCFF-LCAP 1,000	8/16-6/17	

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
curricular areas.	Develop practice of Instructional Rounds Provide greater exposure to writing opportunities Emphasize on the planning of written assignments before drafting (i.e Thinking Map, Step Up to Writing, Peer Review and editing, Writer's Workshop) Teacher modeling of writing strategies. Use of clear rubrics to assess writing assignments	of performance tasks. Instructional Rounds				

## Planned Improvements in Student Performance – Target/Goal Page

<p><b>Target : (insert annual target/goal)</b>                  Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</p>	<p>Reclassify 100% of ELs before they finish middle school.</p>
<p><b>Area of Focus:</b>                  Math (LCAP: SA, CA, OSO, CCSS)                  English Language Arts (LCAP: SA, CA, OSO, CCSS)                  X Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS)                  Parent and Community Engagement (LCAP:PI)</p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE)                  Graduation/College and Career Ready (LCAP: SA)                  (High Schools only – must include an indicator for CAHSEE)                  School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education.</p>

What are the needs that can be identified from outcomes?	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
<p>Continue to increase the reclassification rate of EL's within our program.</p>	<p>Review CELDT results to identify areas in which each LTEL scored a 3 or lower.                       Individual Learning Plans to support each student, with targeted focus on at-risk sub groups; EL's and FY students                       ELD Instruction offered during Enrichment.                       Expanded Master Schedule to allow EL students to take both ELD &amp; an Enrichment.                       PD Plan to allow for "A" Monday time to review effective strategies (i.e. Kagan, SDAIE)</p>	<p>Monitor 4's &amp; 5's on a quarterly basis via progress report using the ILP as a benchmark.</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>District Funded 50,000</p>	<p>8/16-6/17</p>	

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
Increase every EL's proficiency level each year along the proficiency continuum	50% Language Coach to oversee program. Extended learning day to provide ELA/Math Intervention after school. Implement consistent ELD curriculum during Enrichment. Implement effective ELD strategies across all curricular areas. ELAC meetings that provide information on how parents can be assisting their children at home. Field Trips to increase College and Career Bound Opportunities. (i.e. College and Careers Pathway) CTE Lab	Monitor all ELS on a quarterly basis.	1000-1999: Certificated Personnel Salaries	LCFF-LCAP 4,000	8/16-6/17	
Continue to expand our cultural awareness and knowledge of appropriate instructional methods.	Adelante Conferences Young African American Conferences Collaboration with AAPC to provide an expanded set of Black History Month activities.	Ongoing Professional Development Opportunities.	None Specified	LCFF-LCAP 1,000	8/16-6/17	

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
	<p>Hispanic Heritage &amp; African American Assemblies.</p> <p>Revise Advisory Lessons</p> <p>Implement Kindness Week</p> <p>Collaborate with DLP teachers to incorporate Mandarin culture into school activities. (i.e. Chinese New Year Celebration)</p>					



**Planned Improvements in Student Performance – Target/Goal Page**

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

What are the needs that can be identified from outcomes?	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
<p>Create and Host a Parent Summit with multiple education parent opportunities.</p>	<p>Create tools to assist parents with the transition into and out of middle school.                      Host a series of Parent information nights on a variety of topics pertaining to middle school                      Increase opportunities for parents and guardians to provide input on parent education topics and during various school functions.                      Coordinate with Family Resource Center to identify topics parent trainings.                      Coordinate with Family Resource Center &amp; PTSA to identify presenters for</p>	<p>Evaluations from Parent Summit</p>	<p>None Specified</p>	<p>Annual Fund 500</p>	<p>8/16-6/17</p>	

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
Increase collaboration between parents, teachers & students	<p>specific topics.</p> <p>Room Coordinators to work with teachers in identifying specific classroom needs and opportunities</p> <p>Alternating afternoon PTSA meetings to promote teacher participation.</p> <p>PTSA collaboration with Student Council around school activities.</p> <p>Student Reps presenting on behalf on students at PTSA meetings</p> <p>Formation of Parent Leadership Group to meet on a quarterly basis.</p> <p>Continued collaboration with our parents from Field as we develop our relationship and welcome them into our community.</p>	<p>Room Coordinator reports 3x a year, Nov, Jan. &amp; March PTSA Board</p>	<p>None Specified</p> <p>None Specified</p>	<p>None Specified</p> <p>None Specified</p>	8/16-6/17	
Increase outreach and communication to all parents and guardians and increase the number who report feeling welcome and engaged with their school	<p>100% of teachers utilizing classroom web pages. (i.e. HAIKU)</p> <p>100% of teachers utilizing the Parent Portal.</p>	<p>Parent Survey</p> <p>Revision of Student Handbook</p>	<p>Parent-Teacher Association (PTA)</p> <p>None Specified</p>	<p>1300</p>	8/16-6/17	

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
as measured by the district's client survey.	<p>Redesign of our Student Handbook to provide additional information for parents. (i.e. attendance procedures)</p> <p>Additional support and training provided for teachers.</p> <p>Increase capacity for staff to oversee school website.</p> <p>Increase Nixie participation (350+ members)</p> <p>Weekly Sunday Night Call/Eblast</p> <p>Expansion into Social Media (i.e. Facebook &amp; Twitter)</p> <p>Regular School Tours</p> <p>Coffee with the Principal</p> <p>Volunteer Orientation meetings.</p>					

**Planned Improvements in Student Performance – Target/Goal Page**

<p><b>Target : <i>(insert annual target/goal)</i></b>  <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b>                  Foster an environment in which all students report feeling connected to their school.</p>						
<p><b>Area of Focus:</b>                  Math (LCAP: SA, CA, OSO, CCSS)                  English Language Arts (LCAP: SA, CA, OSO, CCSS)                  Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS)                  Parent and Community Engagement (LCAP:PI)</p>		<p>X School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE)                  Graduation/College and Career Ready (LCAP: SA)                  (High Schools only – must include an indicator for CAHSEE)                  School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>				
<p>What are the needs that can be identified from outcomes?                  What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?                  -who will be measured when using what tool?                  -what is the target (base &amp; goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>“X” if included as part of Program Improvement (PI) Schools ONLY</p>
<p>Reduce the percentage of suspension (in and out of school) by 10% annually by implementation of effective alternatives to suspension.</p>	<p>Universal Screeners to identify students in need of tier II interventions                  Create an RtI team to assign appropriate Tier II interventions and monitor student progress                  Professional development to review Tier I &amp; II interventions                  HawkS/Student Store to promote positive behavior.                  School Counselor to oversee RtI Program</p>	<p>Monthly RtI team meetings</p>	<p>LCFF-LCAP</p>	<p>2,000</p>	<p>Screeners in October 2015 and February 2016                  RtI team created after first screener</p>	
<p>We need to continue to decrease or eradicate all</p>	<p>Social &amp; Emotional Curriculum embedded</p>	<p>Weekly Review</p>			<p>8/15-6/16</p>	

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
<p>expellable offenses on campus.</p> <p>Increase attendance by .5% each year and decrease chronic absenteeism by 1%.</p>	<p>within Advisory lessons.</p> <p>Quarterly Student Assemblies to review expectations.</p> <p>Weekly Operations meetings to review and discuss any safety concerns or issues.</p> <p>CPI Training for Security Guard, Supervision, Staff &amp; Instructional Aides.</p> <p>Revised coverage schedule during PE, Nutrition &amp; Lunch.</p>	<p>• Weekly Review</p>			<p>• 8/15-6/16</p>	
<p>Continue to update our School Safety Plan to address the needs of our</p>	<p>Consistent and comprehensive set of emergency supplies for</p>	<p>SMIPD &amp; SMIFP Reviews</p>				

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
<p>new campus.</p> <p>each of the classrooms.</p> <p>Communicate Pick-Up/Drop-Off procedures in the summer mailer.</p> <p>Purchase of crosswalk marker</p> <p>Volunteer Training for Parent Crossing Guards</p> <p>Week long campaign with volunteers (SMPD) to emphasize correct Pick-Up/Drop-Off Procedures</p> <p>Adjusted Request and Reunification Procedures to address the needs of the new campus.</p> <p>Revised Advisory Curriculum to provide a more comprehensive Social &amp; Emotional Curriculum.</p>						

**Planned Improvements in Student Performance – Target/Goal Page**

<p><b>Target : <i>(insert annual target/goal)</i></b>  <b>Each school should write a goal that will be measured against internal measures; benchmarks, trimesters, performance tasks, end of course exams???</b>                  Expand our VAPA Enrichment Program to provide differentiated levels of instruction for all students.</p>	
<p><b>Area of Focus:</b>                  Math (LCAP: SA, CA, OSO, CCSS)                  English Language Arts (LCAP: SA, CA, OSO, CCSS)                  Closing the Gap (must include EL reclassification goal of no less than 15% increase (LCAP: SA, CA, OSO, CCSS)                  Parent and Community Engagement (LCAP:PI)</p>	<p>School Safety, Climate and Culture (safe, respectful, responsible) (LCAP: SC, SE)                  Graduation/College and Career Ready (LCAP: SA)                  (High Schools only – must include an indicator for CAHSEE)                  School Selected (circle one): Science, Social Studies/History, XVAPA, Technology, Special Education,</p>

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
Expand accessibility to VAPA electives for all students including DLP, Intervention & English Learners	Implementation of 7-period day to provide two periods of enrichment for each student.  Align enrichments so that students may have access to ELD & intervention as well as an Enrichment Course.  Increase after school opportunities for enrichment  Explore fee based LEARNS program.	Master Schedule Review with Academic Services.  Finalized class lists  100% of students enrolled in Enrichment Courses on the first day of school		Parent-Teacher Association (PTA)  Annual Fund  1,500  20,000	• 8/16-6/17	
Provide differentiated enrichment courses for	Survey students as to their Enrichment Course	Student reflective groupings of prior		None Specified	• 8/16-6/17	

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
students to address varying levels of ability and expertise.	interests. Assign students to appropriate level of VAPA classes according to skill and prior experience Collaborate with VAPA specialists, counselor and administration in placing students.	experience and skill levels consistent with coursework being offered All students (including incoming 6th graders) surveyed regarding course interests for next year.				
Increase participation in History Day Competition (Individual & Group Performance)	History Day Project assigned to each student as part of their first semester grade. History Day enrichment course built within the Master Schedule. School wide History Day competition. Staff Advisor to serve as History Day Coach.	School wide History Day Competition Increased number of participants in LA County's History Day 2017 Increased number of participants in California's State History Day 2017		Annual Fund 1,000	8/16-3/17	



**Summary of Expenditures in this Plan**

**Total Allocations and Expenditures by Funding Source**

<b>Total Allocations by Funding Source</b>		
<b>Funding Source</b>	<b>Allocation</b>	<b>Balance (Allocations-Expenditures)</b>
Title I	0	0.00
LCFF-LCAP	37,000	28,000.00
Annual Fund	75,000	53,500.00

<b>Total Expenditures by Funding Source</b>	
<b>Funding Source</b>	<b>Total Expenditures</b>
Annual Fund	21,500.00
District Funded	50,000.00
LCFF-LCAP	9,000.00
Parent-Teacher Association (PTA)	2,800.00
Unrestricted	1,000.00

### Summary of Expenditures in this Plan

#### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	54,000.00
None Specified	4,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Object Type and Funding Source**

<b>Object Type</b>	<b>Funding Source</b>	<b>Total Expenditures</b>
	Annual Fund	21,500.00
1000-1999: Certificated Personnel Salaries	District Funded	50,000.00
	LCFF-LCAP	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF-LCAP	4,000.00
None Specified	LCFF-LCAP	3,000.00
	Parent-Teacher Association (PTA)	2,800.00
None Specified	Unrestricted	1,000.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	2,000.00
<b>Goal 2</b>	1,000.00
<b>Goal 3</b>	55,000.00
<b>Goal 4</b>	1,800.00
<b>Goal 5</b>	2,000.00
<b>Goal 6</b>	22,500.00

**Restricted Funding Personnel  
2016-2017**

Personnel	Funding	General Duty and SPSA support
Performing Arts Consultant	PEF (Annual Fund)	Performing Arts Consultant to Enhance Enrichment Program Support Goals 1-3, 5 & 6
Behavior Aide	PEF (Annual Fund)	Management of Discipline Referrals, Record Keeping, and Yard Supervision During Nutrition/Lunch Support Goals 1-3, 5 & 6
Project Aide: Recreation	PEF (Annual Fund)	Management of Discipline Referrals, Record Keeping, and Yard Supervision During Nutrition/Lunch Support Goals 1-3, 5 & 6
Intervention Teachers	LCFF	After School Intervention Classes for Math & ELA Support Goals 1-3

**Centralized Services  
Provided by Student Support Programs**

### 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
Garrett Newsom	Co-Chair		X				
Grace Herrera			X				
Gina Davis				X			
Penny Ibbotson				X			
Daniel Martinez				X			
Amy McLean				X			
Claire Carter		1st				X	
Sue Clark		1st				X	
Alison Curtiss		2nd				X	
Julie Flad		2nd				X	
Patti McGlasson	Co-Chair	2nd				X	
Leon Mualem		2nd				X	
<b>Numbers of members of each category:</b>			<b>1</b>	<b>4</b>	<b>1</b>	<b>6</b>	

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.

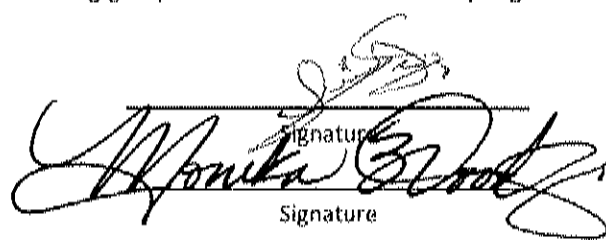
For any SSC, teachers should make up the majority of staff members on the SSC.

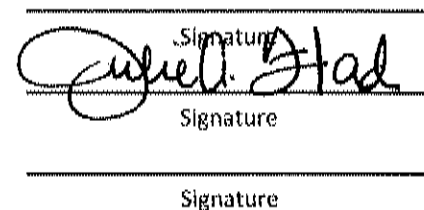
### Recommendations and Assurances

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):

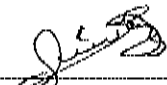
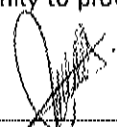
- English Learner Advisory Committee
- African American Parent Council
- Community Advisory Committee for Special Education Programs
- Gifted and Talented Education Program Advisory Committee
- Other committees established by the school or district (list):

  
 \_\_\_\_\_  
 Signature

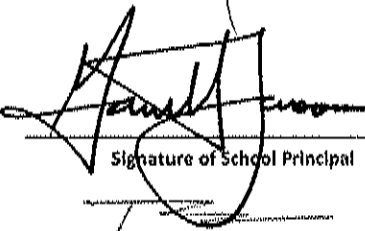
  
 \_\_\_\_\_  
 Signature


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 18, 2016

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	05/18/16 _____ Meeting Date
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**Attested:**

Garrett Newsom _____ Typed Name of School Principal	 _____ Signature of School Principal	5/18/16 _____ Date
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Patti McGlasson _____ Typed Name of SSC Chairperson	 _____ Signature of SSC Chairperson	5/18/16 _____ Date
---	--	--------------------------



# PUSD

Pasadena Unified School District

351 South Hudson Avenue  
Pasadena, California 91101

Phone: (626) 396-3600

[www.pusd.us](http://www.pusd.us)

## DISTRICT MISSION STATEMENT

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

### SUPERINTENDENT

*Brian McDonald, Ed.D.*

[superintendent@pusd.us](mailto:superintendent@pusd.us)

### BOARD OF EDUCATION

*Elizabeth Pomeroy*, President  
District 5

[pomeroy.elizabeth@pusd.us](mailto:pomeroy.elizabeth@pusd.us)

*Kimberly Kenne*, Vice President  
District 1

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*Roy Boulghourjian*, Clerk  
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*Adrienne Ann Mullen*, Member  
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*Larry Torres*, Member  
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*Scott Phelps*, Member  
District 7

[phelps.scott@pusd.us](mailto:phelps.scott@pusd.us)

# Sierra Madre Middle School

160 N. Canon • Sierra Madre, CA 91024

Phone: (626) 396-5910

CDS Code: 19-64881-0127746

*Garrett Newsom*, Principal

[newsom.garrett@pusd.us](mailto:newsom.garrett@pusd.us)

## 2014-2015 School Accountability Report Card

*Published in the 2015-2016 School Year*

### SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <http://www.cde.ca.gov/lg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Principal's Message

Welcome to Sierra Madre Middle 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
- Mandarin Dual Language Immersion Program

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

### Core Values

- Academic Achievement
- Creative Culture
- Safe & Nurturing Environment