PASADENA HIGH SCHOOL
SELF-STUDY REPORT

2925 E. Sierra Madre Blvd.
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Pasadena Unified School District

April 26-29, 2015

WASC/CDE Focus on Learning Accreditation Manual, 2014 Edition

FOCUS ON LEARNING
ACCREDITATION SELF-STUDY
2015

PASADENA HIGH SCHOOL
Pasadena Unified School District
351 South Hudson Ave.
Pasadena, CA 91109

Submitted to:
Accrediting Commission for School of the Western Association of Schools
And Colleges and the California Department of Education

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Pasadena Unified School District

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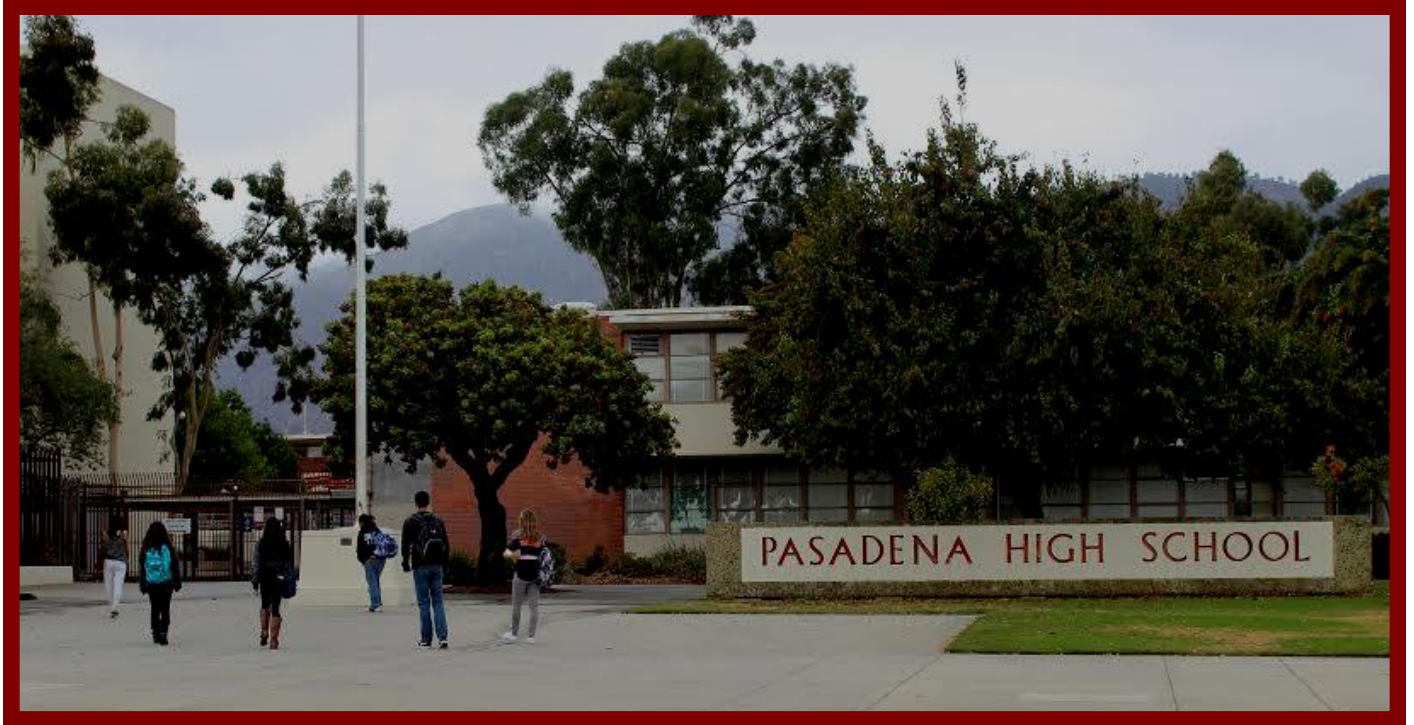
CHAPTER ONE

1. Student/Community Profile and Supporting Data

The Community

In 1891, the city of Pasadena passed the High School Provision Bill that founded Pasadena High School. In 1928, Pasadena High School merged with Pasadena Junior College creating a school consisting of grades 11 – 14. In 1953, Pasadena High School was re-established as a separate school and in 1960, the high school moved to its current location. In nearly 123 years of existence, the school has maintained an unwavering commitment to provide students with a firm, wide-ranging academic foundation on which to build a successful future. In 2013 Pasadena High School was recognized as a Silver Medalist by US News and World Report, the Washington Post named PHS as one of the most academically challenging high schools.

During the 2013 – 2014 school-year a couple of staff members began to work on a plan to put all the accomplishments and past history of our school and our students into one place. The goal was to showcase all the accomplishments and school history for everyone to see. Awards, trophies, photos and other school memorabilia were collected; volunteers cleaned, painted and hung up plaques and frames. As a result of these volunteer efforts PHS now has what we call "Memories, Pride and Tradition" on the lower level of the Administration Building. It's a work in progress as Pasadena High School continues to add items. In addition, there are three buildings on campus named after previous staff members. The plan is to create displays in those buildings showcasing those staff members – Gladiss Edwards Auditorium, Abel Franco Theatre and the Thomas Hamilton Gymnasium.

Pasadena High School (PHS) is one of four comprehensive high schools in the Pasadena Unified School District, which consists of the communities of Pasadena, Sierra Madre and Altadena. PHS consists of grades ninth through twelfth and is the most populated high school in the district. PHS is accredited by the Western Association of Schools and Colleges with our most recent full visit being held in the spring of 2009. Our community is located fifteen minutes from downtown Los Angeles and is nestled at the base of the San Gabriel Mountains. The cities popular shops and restaurants blend comfortably with tree-lined streets, distinctive neighborhoods, and historic buildings. Pasadena's vibrant cultural scene includes museums such as the Norton Simon Museum, the Pacific Asia Museum and Kidspace Children's Museum to name a few. In addition, the city of Pasadena has an extensive public library system that is well supported by the community. The goal of the Central Library and the nine branch libraries is to ensure delivery and access of quality information to all residents.

Pasadena is well known, around the globe, for hosting the annual Tournament of Roses Parade which was initiated by the Valley Hunt Club in 1890 and included flower bedecked horses and carriages. Today, the parade is seen by millions of viewers from all over the world. The New Year Day's festivities also include the world famous Rose Bowl game. This year the 101st Rose Bowl Game will serve as one of two College Football Playoff Semifinal games. Pasadena is also the home of the California Institute of Technology (CALTECH) and the Jet Propulsion Laboratory (JPL), both leading scientific institutions.

Pasadena is an ethnically diverse, urban community and according to the U.S. Census Bureau the population in Pasadena was 137,122 in 2010. The census found that the communities ethnic breakdown was: 55.8% White; 33.7% Hispanic/Latino; 10.7% African-American; 14.3% Asian, 0.6% American Indian and Alaskan Native; 0.1% Native Hawaiian and Other Pacific Islander; and 13.6% other ethnicities. Percentages may add to more than 100% because individuals may report more than one race.

According to the U.S. Census Bureau, their 2012 American Community Survey found that 55.4% of the population over the age of five speaks only English; 44.6% of the population speak a language other than English with 27.3% being Spanish language. The residents of Pasadena are relatively well-educated with 84.5% being high school graduates and 48.0% of the residents over 25 years of age having at least a Bachelor's Degree or higher. In 2012 there were 35,673 people enrolled in school. Of those, 18,305 were enrolled in elementary or high school, with 74.8% of those being in public schools and 25.2% in private elementary and high schools. College enrollment consisted of 14,951 students.

Pasadena High School provides a rigorous academic environment, one with high expectations, focused on student achievement. The staff, curriculum, and support programs are in place to allow students to each their highest level of achievement. The Class of 2014 had one National Merit Finalist. The Class of 2015 currently has one National Merit Semifinalist and 3 National Merit Commended students.

Since our last accreditation visit PHS has added additional courses to our master schedule. These include Mandarin, American Sign Language, Forensic Science Criminology, Piano, Sports Medicine and Speech & Debate. In addition, PHS is currently offering 19 Advanced Placement courses which include Biology, Calculus AB, Calculus BC, Chemistry, Computer Science A, English Language & Composition, English Literature & Composition, Environmental Science, European History, Human Geography, Physics 1, Physics 2, Psychology, Spanish Language & Culture, Spanish Literature & Culture, Statistics, Studio Art, United States Government & Politics and United States History. This year, Pasadena High School has formed a partnership with Pasadena City College. This pilot program is limited to freshmen and is a dual enrollment course enabling the students to also earn college credit for the classes. Current course offerings are Counseling 10/17-Introduction to College (Fall) and Business Information Technology 25 (Spring).

Students have the opportunity to participate in the various programs offered at PHS. Our Pathway programs include the Creative Arts, Media and Design Program (CAMAD), which has been on campus as CAMAD since 2010. CAMAD includes the Graphic Communications Academy, which began in 1991, and focuses on commercial art, printing, graphic design and advertising. CAMAD also includes the Visual Arts and Design Academy, which began in 1992, and has been designed to provide students with exposure to the varied and challenging careers within the visual arts. In addition, this is the third year that the APP Academy and Law & Public Service (LPS) Pathway have been on campus. The APP Academy is where students have the opportunity to learn computer science through mobile, web and game development and the Law and Public Service Pathway is designed for the student with interest in legal, government or protective service careers. PHS also offers the Puente Program to our students. Their mission is to increase the number of educationally underserved students who enroll in four-year colleges and universities, earn degrees, and return to their community as leaders and mentors to future generations. The Puente Program is open to all students. In addition, our Naval Cadet Program provides a program for high school students to preview the interesting and rewarding experiences in the military.

The community is supportive of Pasadena High School and the district. In 2008, the citizens of Pasadena, Altadena and Sierra Madre voted in Measure TT with an overwhelming 74.5% in favor, exceeding the minimum threshold for passage and outperforming 25 of the 26 school improvement bonds on the ballot in Los Angeles County. The successful passage of Measure TT, a $350 million school improvement bond, helped to repair, renovate, and upgrade campuses throughout the district. Prior to measure TT, Measure Y was approved in 2000. Measure Y funds were used to modernize PHS, upgrading electrical, plumbing, sewer, heating and ventilation systems, renovating restrooms, replacing of roofs, and installing technology infrastructure.

The Pasadena Education Foundation (PEF) was established in 1971 to increase community support for the schools in the communities of Pasadena, Sierra Madre and Altadena. As a community-based nonprofit organization supporting the goals of the PUSD, PEF develops community partnerships, financial resources like the Teacher Grant Program, and educational opportunities that benefit all students and encourages greater involvement from the community in support of public education and teachers.

Grants received by PHS staff for the current 2014-2015 school year include funding for MLIP World Language, Organizing NACAC College Fair, Student Field Trip to the Museum of Tolerance and Utilizing Graphing Stem Calculators. Previous grants received include funds received to assist with our AP Studio Art program, our After School Tutorial and Writing Center, and our Cash for College Financial Aid Workshops to name a few.

Parents and other school stakeholders involve themselves in Pasadena High School through the following organizations:

- English Learner Advisory Council (ELAC)

  The parents/guardians of students who are classified as English Language Learners are encouraged to be involved in ELAC, which meets monthly. Mrs. Elizabeth Najera Bustillos, Language Development Resource Teacher (LDRT) is active with parents, students and the District for ELAC. ELAC disseminates information and offers parent training workshops regarding immigrant needs, language acquisition, California State Standards and testing, and coordinates with other ELAC groups.

- Instrumental Music Club (IMC)

  The IMC is the Booster group supporting our instrumental music program. One of the many tasks performed by members of this group is helping to transport and set up the equipment used for half-time shows and parade competitions. In addition this group plays an integral part in raising funds for the instrumental music program at Pasadena High School.

- Parent Teacher Student Association (PTSA)

  The PTSA offers stakeholders an excellent opportunity to be involved and stay connected with what is happening at PHS. The PHS PTSA works with the faculty and the staff to make positive changes at Pasadena High School. Last year, the PTSA offered senior scholarships, beautified the campus, provided much needed supplies to our teachers and staff, and supported ASB projects.

- Pasadena Alumni Association

  The purpose of this association is to gain membership, raise funds and give back to the school through scholarships, community service and spirit support.

- Pasadena High Sports, Inc. (Athletic Boosters)

  The first school-wide sports booster club at Pasadena High School was formed several years ago. Pasadena High Sports, Inc. (PHSI) is a non-profit sports booster blub organized for the purpose of supporting all sports teams at PHS. When it comes to the talents and enthusiasm of our student-athletes, and the quality and commitment of our coaches, PHS is second to none. Our student-athletes and coaches deserve a first-class booster support system, and it is the primary goal PHSI to deliver that system to them. In our efforts to meet this goal our greatest asset are the parents, families and friends of PHS student-athletes.

- School Site Council (SSC)

  This group is empowered with handling the categorical budget monies. The SSC allocates spending for staff development including conferences and training opportunities for teachers and staff. In addition this group distributes funding for some materials and

supplies. The SSC is made up of representatives of all campus stakeholder groups, including students, and/or community members, site administration, teachers and support staff.

- Site Based Decision-Making Leadership Team (SLT)

  After a hiatus of several years the SLT was re-established in December 2014. The representatives of the SLT will meet for the purpose of promoting unity, planning for the future, identifying and solving problems, establishing a shared vision, defining goals, developing action plans, and ensuring implementation and accountability.

This year PHS has a part-time bilingual Community Assistant on staff whose primary responsibility is increasing parent involvement. She also assists parents with programs such as Parent Portal and Naviance. Currently, parents and other volunteers assist PHS in the following ways: campus beautification, school registration, tutoring, mentoring, providing scholarship and staff appreciation activities, collaborating with Pasadena Educational Foundation, mailing school newsletters, making presentations for Career Week, chaperoning, participating in our parent organizations (PTSA, IMC, ELAC) and the District Disaster Drill to name a few.

2. WASC Accreditation History

The *Focus on Learning* accreditation and self-study process lead by the Western Association of Schools and Colleges (WASC) provides the Pasadena High School learning community an opportunity to evaluate the relevance and quality of the educational programs and services offered to our students and the affect these programs and services have upon student achievement and success. In addition, the self-study process adds a transparent look at programs and services offered and how they can be improved.

In 2003 and 2009 WASC visiting teams each awarded Pasadena High School a six-year term of accreditation with a three-year revisit and recommendations. The last midterm visit occurred April 2012. The visiting committee affirmed Pasadena High School was continuing to actively address its areas of growth, takes "seriously its commitment to ensuring all students are prepared for life after high school" and made no additional recommendations. Pasadena High School maintains its commitment to include all shareholders in the continued implementation of the School-Wide Action Plan.

3. School Purpose and Mission Statement

PASADENA UNIFIED SCHOOL DISTRICT

Vision

We are the internationally recognized leader in public education. We have marshaled the vast resources and assets of our region to engage students in broad-based, world-class, relevant educational experiences. All students graduate prepared for college and career success and to contribute to our democratic society.

Mission

Providing a caring, engaging, challenging educational experience for every student every day.

PASADENA HIGH SCHOOL

School Vision

Pasadena High School is a learning community dedicated to instilling in our students a rigorous academic foundation, quality citizenship in a changing society, and a productive work life now and in the future.

Mission

Pasadena High School exists to educate and guide students so that they might reach their full potential as individuals. Our students will learn to think intellectually, be thoughtful, appreciative, and respectful. They will gain the knowledge and understanding necessary to participate as citizens in a democratic society while learning to understand and accommodate social similarities and differences. They will leave Pasadena High School with the skills needed to enter the workforce or to continue their education at a college or university.

STUDENT LEARNING OUTCOMES (SLOs)

Pasadena High School students will:

THINK critically and creatively to meet or exceed Common Core Standards as active learners and academic achievers.

COMMUNICATE effectively to express ideas clearly through writing and speaking.

APPLY various forms of technology for the purposes of creativity, research and communication.

WORK independently and cooperatively to solve complex and relevant problems to prepare post-secondary education and a productive work life.

CONTRIBUTE to the extended community to encourage social responsibility and respect for cultural diversity.

The Pasadena High School Expected Student Learning Results (ESLRs) now known as Student Learning Outcomes (SLOs) are posted in each classroom. They serve as the foundation for what students will learn in a standards-based curriculum that will prepare them for the future and the challenges in the workforce. The following assessment tools are used to help measure student growth and the achievement of the SLOs.

Classroom Assessments	School wide and Selected Standardized Testing	District Assessments
Performance Tasks Tests Portfolio(s) Essays Rubrics P.E. Fitness Tests Accelerated Reader Laboratory Investigations	Smarter Balance Consortium Assessments Advanced Placement Tests CAHSEE Math and English CELDT SAT /ACT PSAT	District-Wide Common Core Assessments: • District Performance Tasks in the following areas: English, Science, Mathematics, Social Studies • End of Course Benchmarks in the following areas: English, Mathematics

4. Academic Performance

Pasadena High School has been on a path of continuous improvement since the last WASC visit. The staff is committed to providing students with a rigorous and relevant curriculum. The staff is in the process of developing a standards-based assessment system aligned with Common Core Standards and Smarter Balanced Assessments. There is a concerted effort on the part of the administration and staff to provide each student an opportunity for success and for Pasadena High School to be a vibrant learning community dedicated to student achievement. Pasadena High School has been working diligently and consistently to increase student success in student academics, social development, citizenship, athletic skills, and artistic abilities.

Academic Performance Index (API)
API stands for Academic Performance Index. The API was created in California to determine whether or not schools were making improvements in student achievement. Characteristics of API:
- API is a scale of 200-1000
- If all students at school were in the highest 20% than the school's API would be 1000
- If all students at a school were in the lower 20% than the school's API would be 200.
- Every school has the goal of reaching at least 800.

Growth targets are established for each school has a whole and for each numerically significant subgroup in the school. An Academic Performance Index (API) score of 800 is the statewide performance target.

API By Subgroups							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Change
All Students	726	757	758	748	744	750	-24
African-American	695	708	728	680	681	698	+3
Latino	705	746	739	725	716	727	+22
White	787	834	805	820	811	812	+25
Socio-Economically Disadvantaged	699	729	734	719	710	721	+22
English Learners	608	649	631	615	579	579	-29
Students with Disabilities	487	536	503	490	488	488	+1

Despite budget crises, compounded by declining enrollment, which necessitated an increase in class size, API scores remained and did not demonstrate significant drops with the exception of English Learners. English Learner scores may be indicative of the significant percent of students who reclassified. Continued professional development and implementation of Curriculum Revision Workshop (CRW) Units, Project Based Learning (PBL), and use of data driven formative assessments to drive instruction will ensure an increased level of academic proficiency. Between the school years 2011-2012 and 2012-2013, school-wide growth in English Language Arts increased by almost 7%. During the same time period, math proficiency rates increased by more than 22%. Significant growth was demonstrated among African American students' proficiency rates in math from 14.8 to 39% proficiency. During that same time, English Learners and special education students regressed in ELA. Due to the transition to the Common Core Standards, the state of California suspended most CST testing for the 2013-14 school year. California is one of forty-six states that will participate in the Smarter Balanced Assessment Consortium (SBAC), which has taken the place of the CSTs. The SBAC assessments will take place in grades 3-8, and in the 11th grade. PUSD has started to develop baseline assessments that all 9th and 10th grade students can take, which will be aligned to the SBAC assessments.

Adequate Yearly Progress (AYP)

PHS did not meet AYP for the years of 2010 through 2014, but the graduation rate, ELA, and math participation rates were met.

PHS 2010-2014 AYP Historical Data					
Adequate Yearly Progress (AYP)					
	Met Graduation Rate	Met Participation Rate (ELA)	Met Proficiency (ELA)	Met Participation Rate (Math)	Met Proficiency (Math)	Number of Criteria Met
2013-2014	Yes	Yes	No	Yes	No	11 of 21
2012-2013	Yes	Yes	No	Yes	No	12 of 22
2011-2012	Yes	Yes	No	Yes	No	13 of 22
2010-2011	Yes	Yes	No	Yes	No	21 of 24
2009-2010	Yes	Yes	No	Yes	No	13 of 22

PHS 2013-2014 AYP ELA Historical Data				
ELA Target 100.0% Met all percent proficient rate criteria? No				
Groups	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2014 AYP Criteria
School-wide	480	278	57.9	No
Black or African American	58	36	62.l	-
American Indian or Alaska Native	0	-	-	-
Asian	17	11	64.7	-
Filipino	15	13	86.7	-
Hispanic or Latino	282	142	50.4	No
Native Hawaiian or Pacific Islander	0	-	-	-
White	94	67	71.3	No
Two or More Races	13	8	61.5	-
Socioeconomically Disadvantaged	317	161	50.8	No
English Learners	112	14	12.5	No
Students with Disabilities	36	8	22.2	-

The ELA and mathematics target of 100% was not achieved. For ELA, the Filipino and White subgroups had the highest proficiency rate, at 86.7% and 71.3% respectively. The percent proficient for English Learners at 12.5% and Students with Disabilities at 22.2% were the lowest value. The largest valid scores at 317 was the Socioeconomically Disadvantaged subgroup, achieving only 50.8% proficiency. This was closely followed by the Hispanic or Latino group at 282 and 50.4% at or above proficient.

PHS 2013-2014 AYP Math Historical Data				
Math Target 100.0% Met all percent proficient rate criteria? No				
Groups	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2014 AYP Criteria
School-wide	483	269	55.7	No
Black or African American	60	29	48.3	-
American Indian or Alaska Native	0	-	-	-
Asian	17	16	94.1	-
Filipino	15	13	86.7	-
Hispanic or Latino	284	138	48.6	No
Native Hawaiian or Pacific	0	-	-	-

Islander				
White	94	65	69.1	No
Two or More Races	12	8	66.7	-
Socioeconomically Disadvantaged	320	167	52.2	No
English Learners	114	33	28.9	No
Students with Disabilities	37	9	24.3	-

For mathematics, the Asian subgroup had the highest proficiency rate of 94.1%, followed closely by the Filipino group at 86.7%. The percent proficient for Students with Disabilities was 24.3%, and the lowest performing of the subgroups. The English Learners subgroup came in at 28.9% proficient but the Students with Disabilities had the lowest proficient percent at 24.3%. Even though the English Learners and Students with Disabilities subgroups proficiency rates were low they both improved from the previous 2012-2013 school year.

PHS 2012-2013 AYP ELA Historical Data				
ELA Target 88.9%% Met all percent proficient rate criteria? No				
Groups	Valid Score	Number at or Above Proficient	Percent at or Above Proficient	Met 2014 AYP Criteria
School-wide	476	287	60.3	No
Black or African American	59	33	55.9	-
American Indian or Alaska Native	2	-	-	-
Asian	23	18	78.3	-
Filipino	16	12	75.0	-
Hispanic or Latino	257	130	50.6	No
Native Hawaiian or Pacific Islander	1	-	-	-
White	102	79	77.5	No
Two or More Races	16	13	81.3	-
Socioeconomically Disadvantaged	314	164	52.2	No
English Learners	93	14	15.1	No
Students with Disabilities	31	8	7	22.6

For the 2012-2013 school year, the two or more races subgroup had the highest ELA proficiency level at 81.3%, followed by the Asian subgroup at 78.3%. The Students with Disabilities at 7% and the English Learners at 15.1% were the lowest performing subgroups. The largest subgroup, Socioeconomically Disadvantaged, had a 52.2% proficiency level followed closely by the next largest subgroup, Hispanic or Latino, which came in at 50.6%.

California Standards Tests (CST's)

The students at PHS took the California Standards Tests until the 2012-2013 school year. These tests were replaced with the Smarter Balanced Assessment Consortium (SBAC) beginning with the 2013-2014 school year.

The CST's were a series of multiple choice tests developed to measure and evaluate a students' progress towards the understanding of the statewide content standards. California's standards defined what students at every grade level and subject matter area were required to know. All students in grades 2nd – 11th took these tests once each school-year.

Depending on their scores, students were placed in one of the five proficiency levels: Advanced (A), Proficient (P), Basic (B), Below Basic (BB), Far Below Basic (FBB). The goal is for students to obtain a minimum score of Proficient or Advanced. Improvement is shown by how many students move from a lower category to a higher category (i.e. having a 5% decrease in Basic and a 5% increase at the Proficiency assessment level).

CST: English/Language Arts Percent Proficient or Above			
Year	Grade 9	Grade 10	Grade 11
2009-2010	57%	49%	56%
2010-2011	53%	50%	53%
2011-2012	57%	51%	50%
2012-2013	60%	50%	49%
2013-2014	N/A*	N/A*	N/A*

*CST Testing Suspended/Transition to Smarter Balance Assessments

CST: English/Language Arts Multi-year Subgroup Scores Percent Proficient or Advanced					
Sub Group	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014*
School-wide	50%	51%	53%	53%	%
English Learners	5%	2%	4%	4%	%
I-FEP	68%	62%	61%	65%	%
R-FEP	56%	47%	53%	46%	%
Students with Disabilities	14%	10%	17%	11%	%
Socioeconomically Disadvantaged	48%	46%	47%	46%	%
Ethnicity					
African American	45%	42%	38%	46%	%
Hispanic	50%	48%	48%	45%	%
White	66%	64%	69%	68%	%

CST Mathematics Percentage Proficient or Advanced				
Year	Algebra I	Geometry	Algebra II	Summative High School Math (?)
2009-2010	20%	20%	32%	60%
2010-2011	20%	21%	32%	41%
2011-2012	4%	24%	47%	56%
2012-2013	5%	16%	37%	59%
2013-2014	Transition to Smarter Balance			

CST Mathematics Multi-year Subgroup scores Percentage Proficient or Advanced					
Subgroups	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014*
School-wide	25%	24%	25%	21%	* %
English Learners	3%	7%	6%	3%	* %
RFEP	27%	21%	26%	17%	* %
Students with Disabilities	3%	7%	6%	1%	* %
Socio-economically Disadvantaged	24%	20%	21%	18%	* %
Ethnicity					
Latino	22%	21%	22%	16%	* %
African American	12%	17%	15%	12%	* %
Asian, Pacific Islander & Filipino	49%	52%	47%	48%	* %
White	28%	32%	34%	30%	* %

*No CST data, assessment terminated

End of Course Assessment Data

In helping support the transition to the new Common Core Standards, in Spring 2014, the district created end of course assessments (EOC) for all mathematics and English Language Arts courses. Every math and ELA teacher administered this EOC assessment to their students. These EOC assessments were aligned to the new Smarter Balanced Assessments and included a short performance task. The data gathered from this assessment was for vetting purposes only and to help create a baseline for each of these courses. These assessment administered in Spring 2014 were not intended to be an indicator of the performance level of our students. Future EOC assessments will be used as a performance indicator. Pasadena Unified School District determined that this trial assessment were invalidated due to a lack of compatibility between Data Director, PUSD's data coordinating instrument and the math End of Course assessment.

End of Course Assessments Mathematics April 2014										
	Pasadena		Blair		John Muir		Marshall		District	
	# Students	Avg Score	# Students	Avg Score	# Students	Avg Score	# Students	Avg Score	# Students	Avg Score
Algebra 1	124	24.25%	26	15.38%	NA	NA	67	22.52%	*308	22.79%
Geometry	385	39.06%	162	38.59%	59	42.64%	248	42.73%	*925	41.01%
Algebra 2	320	50.47%	111	53.37%	141	42.69%	249	56.08%	824	51.21%
Advanced Math	146	58.21%	24	63.00%	21	44.10%	107	48.36%	298	54.01%

End of Course Assessment Performance Levels Mathematics April 2014								
	Algebra 1		Geometry		Algebra 2		Advanced Math	
	# Students	% Students	# Students	% Students	# Students	% Students	# Students	% Students
Advanced	0	0	27	3%	28	3%	10	3%
Proficient	2	1%	44	5%	109	13%	43	14%
Basic	19	6%	78	8%	196	24%	134	45%
Below Basic	161	52%	96	10%	354	43%	105	35%
Far Below Basic	126	41%	680	74%	137	17%	6	2%
Total	308	100%	925	100%	824	100%	298	100%

End of Course Assessments English Language Arts May 2014										
	Pasadena		Blair		John Muir		Marshall		District	
	# Students	Avg Score	# Students	Avg Score	# Students	Avg Score	# Students	Avg Score	# Students	Avg Score
9th grade	298	48.3%	131	42.49%	43	39.48%	283	48.48%	755	46.47%
10th grade	214	50.12%	137	44.12%	99	44.1%	143	55.84%	593	48.76%
11th grade	375	50.62%	110	45.35%	NA	NA	123	43.18%	608	48.0-1%

End of Course Performance Levels English Language Arts May 2014						
	9th Grade		10th Grade		11th Grade	
	# Students	% Students	# Students	% Students	# Students	% Students
Advanced	1	0%	4	2%	3	1%
Proficient	29	10%	16	7%	48	13%
Basic	94	32%	70	33%	128	34%
Below Basic	115	39%	93	43%	118	31%
Far Below Basic	59	20%	31	14%	78	21%
Total	298	100%	214	100%	375	100%

The District End of Course assessments (EOC) continued at the end of this past fall semester December 2014. EOC assessments were given in the following courses: Integrated Math 1, Geometry, Algebra 2, and 9th – 11th grade English Language Arts.

PHS End of Semester Assessment Performance Levels Mathematics December 2014						
	Integrated Math 1		Geometry		Algebra 2	
	# Students	% Students	# Students	% Students	# Students	% Students
Advanced	0	0	0	0	0	0%
Proficient	0	0	1	0%	2	1%
Basic	7	2%	17	6%	12	3%
Below Basic	74	24%	103	38%	124	33%
Far Below Basic	233	74%	147	55%	235	63%
Total	314	100%	268	100%	373	100%
PHS Average	27.63%		33.57%		30.13%	
District Average	27.98%		36.87%		34.41%	

California State University Early Assessment Testing Program

Early Assessment Program (EAP) Results – English Language Arts									
	11th Grade Testing Enrollment		EAP English Participation		Percent Participated		EAP English College Ready		Percent College English Ready	
	PHS	PUSD	PHS	PUSD	PHS	PUSD	PHS	PUSD	PHS	PUSD
2012	486	1286	457	1054	94%	82%	150	328	33%	31%
2013	464	1289	444	1143	96%	89%	133	321	30%	28%
2014	451	1242	435	1087	96%	88%	165	357	38%	33%

Note: "College-ready" English includes Ready and Conditionally Ready students

Early Assessment Program (EAP) Results – Mathematics									
	11th Grade Testing Enrollment		EAP Mathematics Participation		Percent Participated		EAP Mathematics College Ready		Percent College Mathematics Ready	
	PHS	PUSD	PHS	PUSD	PHS	PUSD	PHS	PUSD	PHS	PUSD
2012	486	1286	263	580	54%	45%	157	299	60%	52%
2013	464	1289	241	653	52%	51%	128	285	53%	44%
2014	451	1242	280	654	62%	53%	150	302	54%	46%

Note: Starting from 2012, "College-ready" Mathematics includes Ready and Conditionally Ready Students.

The Early Assessment Program (EAP) identifies students as ready for college-level coursework in English and mathematics. Students take the EAP during the 2nd semester of the 11th grade. The EAP tests are augmented California Standards Tests (CSTs) in 11th grade English and mathematics.   Students have access to their EAP results through their CSU Mentor account. The California State University (CSU) requires students to take the English Placement Test (EPT) and the Entry Level Mathematics (ELM) exam prior to enrollment in one of the CSU campuses unless the student is exempt by means of scores earned on EAP or other appropriate tests. The result of the ELM portion of the EAP show that 96% of the 451 11th graders in 2014, took the test with 38% showing college readiness. This is up from 33% in 2012 and 30% in 2013.

The results of the math portion of the EAP show that 62% of the 451 11th graders in 2014 took the test. This rate is lower than the ELM participation rate due to the fact that only students in Algebra II or higher are eligible to take it. Of the 62% who took the test, 54% showed college readiness. This is slightly better than the 53% college readiness from 2013.

CAHSEE Testing

CAHSEE 10th Grade Passing Rates – PHS and PUSD				
Year	**PHS ELA**	**PUSD ELA**	**PHS Math**	**PUSD Math**
2010	85%/466	78%/1083	82%/443	78%/1083
2011	89%/500	82%/1098	87%/482	82%/1084
2012	91%/444	82%/1052	90%/441	82%/1040
2013	86%/414	79%/974	82%/396	77%/944
2014	83%/409	77%/923	84%/396	82%/987

Even though PHS decreased in CAHSEE success (ELA down 8% from a high of 91%, and math down 6% from a high of 90% in 2012), PHS has continued to perform better than the district.

In 2012 our pass rate was the highest in the district. During the 2011-2012 school year PHS held 2-3 Saturday CAHSEE Blitz classes the month prior to each CAHSEE exam. Each Saturday Blitz session consisted of 4 hours. Approximately 240 students could be served each Saturday. In preparation for the February 2015 CAHSEE exam and to assist those 12th grade students who need to pass one or both sections the district has given these students access to the online Thesys CAHSEE ELA and mathematics programs.

California High School Exit Exam (CAHSEE) 10th Grade ELA									
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
Groups	Number taken	Percent passed	Number taken	Percent passed	Number taken	Percent passed	Number taken	Percent passed	Number taken	Percent passed
All Students	539	85%	557	89%	489	91%	473	86%	489	83%
EL	62	31%	45	38%	40	43%	40	40%	38	32%
R-FEP	131	92%	162	95%	134	95%	110	97%	124	81%
Disadvantaged	366	84%	356	87%	319	88%	297	82%	321	79%
SPED	23	52%	23	48%	20	50%	35	29%	39	41%
African American	89	78%	85	89%	66	88%	58	76%	55	84%
Latino	293	86%	303	87%	288	89%	255	86%	289	80%
Asian	26	------	28	96%	25	100%	38	84%	33	97%
White	61	97%	106	91%	92	93%	72	92%	83	90%

California High School Exit Exam (CAHSEE) 10th Grade Math									
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
Groups	Number taken	Percent passed	Number taken	Percent passed	Number taken	Percent passed	Number taken	Percent passed	Number taken	Percent passed
All Students	533	82%	551	87%	485	90%	478	82%	495	84%
EL	62	61%	44	48%	39	59%	41	32%	39	38%
R-FEP	130	91%	162	89%	134	94%	113	89%	126	87%
Disadvantaged	364	80%	352	85%	317	88%	302	79%	326	81%
SPED	22	59%	21	52%	18	67%	35	34%	42	36%
African American	91	70%	82	85%	68	82%	57	72%	57	82%
Latino	289	83%	304	85%	283	89%	263	81%	292	80%
Asian	25	5	28	96%	24	------	38	79%	33	100%
White	59	85%	103	92%	92	93%	71	89%	84	89%

In 2013-14, African American, Hispanic, and Students with Disabilities subgroups displayed growth in ELA. Performance for all subgroups as measured by CAHSEE has been inconsistent. With the lack of implementation of CAHSEE resources such as CAHSEE Revolution, Accelerated Reader, and CAHSEE Blitz Saturday Review Courses, our overall pass percentage has dropped in the last two years. PHS is currently in the process of establishing resources to guide instruction and design interventions to meet the needs of a wide range of learners, which we expect will increase our pass rates back to the 2012 average. In Math, all of the subgroups had an increased except for R-FEPs, which declined by 2%.

PSAT/NMSQT (National Merit Scholarship Qualifying Test)

Most of our 10th grade students and many 11th grade students take the PSAT/NMSQT in October of each school year. Pasadena Unified School District funds the test fee for all 10th grade students. In addition, for the October 2014 test the district funded the test fees for all 11th grade students who had a cumulative GPA of 3.00 and above. This greatly increased the sample size for the Juniors.

	Oct 2010		Oct 2011		Oct 2012		Oct 2013		Oct 2014	
PSAT Participation – PHS Students										
	10th	11th	10th	11th	10th	11th	10th	11th	10th	11th
Male	233	35	*	*	*	*	*	21	226	83
Female	233	62	*	*	*	*	*	35	215	81
No response	31	5	*	*	*	*	*	1		
Total	497	102	*	*	*	*	*	57	444	164
American Indian	.5%	1.1%	*	*	*	*	*	0%	0.5%	0.0%
Asian American	5.6%	6.8%	*	*	*	*	*	22.2%	8.5%	17.2%
African American	17.6%	19.3%	*	*	*	*	*	11.1%	12.3%	10.6%
Mexican American	36.9%	26.1%	*	*	*	*	*	17.8%	35.4%	23.8%
Puerto Rican	.5%	0%	*	*	*	*	*	0%	0.0%	0.7%
Other Hispanic	17.6%	14.8%	*	*	*	*	*	0%	21.8%	15.2%
White	10.2%	21.6%	*	*	*	*	*	44.4%	14.1%	29.1%
Other	11.1	10.2%	*	*	*	*	*	4.4%	7.4%	3.3%
No Response	66	14	*	*	*	*	*	12	54	13

For students who take the PSAT/NMSQT the score report provides a standardized view of their scholastic skills, regardless of the school attended, and helps the students compare their performance to other college-bound students nationwide. The PSAT is often viewed as a practice SAT test. The PSAT/NMSQT questions are intended to be reliable preparation for the same type of questions found on the SAT.

The PSAT/NMSQT measures skills in three basic academic areas important for success in college.

- *Critical Reading* questions assess students' abilities to draw inferences, synthesize information, distinguish between main and supporting ideas, and understand vocabulary as it is used in context.
- *Mathematics problem-solving* questions deal with numbers and operations; algebra and functions; geometry and measurement; and data analysis, statistics, and probability.
- *Writing skills* questions measure the ability to identify appropriate expressions in standard written English, detect faults in usage and structure, choose effective revisions to sentences and paragraphs, and recognize appropriate writing strategies.

Students' scores are converted to a score on the PSAT/NMSQT scale of 20 to 80. The PSAT/NMSQT College and Career Readiness Benchmarks are the scores that students should meet or exceed to be considered on track to be college ready. The current benchmarks are the 10th or 11th grade PSAT/NMSQT scores that predict, with a 65% probability, a first year college grade point average of 2.67 or higher.

PSAT/NMSQT College and Career Readiness Benchmarks			
	Critical Reading	Mathematics	Writing	PSAT/NMSQT Composite
10th grade PSAT/NMSQT	42	44	42	133
11th grade PSAT/NMSQT	45	47	45	142

* Please note that PSAT scores are unavailable for 2011, 2012 as well as 10th grade 2013. Data is mailed in hardcopy form only, and no electronic records are reported.

PSAT Critical Reading Scores - Sophomores										
	Oct 2010		Oct 2011		Oct 2012		Oct 2013		Oct 2014	
Score	# Students	Pct	# Students	Pct	# Students	Pct	# Students	Pct	# Students	Pct
75-80	0	0%	*	*	*	*	*	*	0	0%
70-74	0	0%	*	*	*	*	*	*	2	0%
65-69	0	0%	*	*	*	*	*	*	1	0%
60-64	4	1%	*	*	*	*	*	*	7	2%
55-59	21	4%	*	*	*	*	*	*	15	3%
50-54	32	6%	*	*	*	*	*	*	35	8%
45-49	58	12%	*	*	*	*	*	*	47	11%
40-44	79	16%	*	*	*	*	*	*	87	20%
35-39	91	18%	*	*	*	*	*	*	95	21%
30-34	95	19%	*	*	*	*	*	*	80	18%
25-29	73	15%	*	*	*	*	*	*	45	10%
20-24	44	9%	*	*	*	*	*	*	30	7%
Total Tested	497		*		*		*		444	
Mean	37.2		*		*		*		38.7	
Std. Dev	9.6		*		*		*		9.6	

Forty-four percent (highlighted) of our current sophomores met or exceeded the benchmark score. This appears to be a trend with 39% of those tested in 2010 meeting or exceeding the benchmarks. Compared to the 11th grade students, fewer 10th grade students fell into the top benchmark range.

	Oct 2010		Oct 2011		Oct 2012		Oct 2013		Oct 2014	
PSAT Math Scores - Sophomores										
Score	# Students	Pct	# Students	Pct	# Students	Pct	# Students	Pct	# Students	Pct
75-80	0	0%	*	*	*	*	*	*	0	0%
70-74	0	0%	*	*	*	*	*	*	0	0%
65-69	7	1%	*	*	*	*	*	*	5	1%
60-64	13	3%	*	*	*	*	*	*	9	2%
55-59	23	5%	*	*	*	*	*	*	21	5%
50-54	32	6%	*	*	*	*	*	*	31	7%
45-49	68	14%	*	*	*	*	*	*	61	14%
40-44	81	16%	*	*	*	*	*	*	68	15%
35-39	112	23%	*	*	*	*	*	*	115	26%
30-34	76	15%	*	*	*	*	*	*	59	13%
25-29	46	9%	*	*	*	*	*	*	51	11%
20-24	39	8%	*	*	*	*	*	*	24	5%
Total Tested	497		*		*		*		444	
Mean	39.1		*		*		*		39.2	
Std Dev	10.4		*		*		*		10.0	

10th grade students testing in 2010 and 2014 had similar scores with their benchmark readiness scores being 44 and 45 respectively. Compared to the 11th grade students, fewer 10th grade students fell into the top benchmark range.

PSAT Writing Skills Scores - Sophomores										
	Oct 2010		Oct 2011		Oct 2012		Oct 2013		Oct 2014	
Score	# students	Pct	# students	Pct	# students	Pct	# students	Pct	# students	Pct
75-80	0	0%	*	*	*	*	*	*	0	0%
70-74	0	0%	*	*	*	*	*	*	0	0%
65-69	0	0%	*	*	*	*	*	*	1	0%
60-64	4	1%	*	*	*	*	*	*	7	2%
55-59	8	2%	*	*	*	*	*	*	11	2%
50-54	32	6%	*	*	*	*	*	*	30	7%
45-49	42	8%	*	*	*	*	*	*	50	11%
40-44	78	16%	*	*	*	*	*	*	56	13%
35-39	89	18%	*	*	*	*	*	*	102	23%
30-34	110	22%	*	*	*	*	*	*	84	19%
25-29	85	17%	*	*	*	*	*	*	51	12%
20-24	49	10%	*	*	*	*	*	*	51	12%
Total Tested	497		*		*		*		443	
Mean	36.0		*		*		*		36.9	
Std Dev	8.9		*		*		*		9.8	

10th grade students testing in 2010 and 2014 had similar scores with their benchmark readiness scores being 35 and 33 respectively. Compared to the 11th grade students, fewer 10th grade students fell into the top benchmark range.

* Please note that PSAT scores are unavailable for 2011, 2012 as well as 10th grade 2013. Data is mailed in hardcopy form only, and no electronic records are reported.

PSAT Critical Reading Scores - Juniors										
	Oct 2010		Oct 2011		Oct 2012		Oct 2013		Oct 2014	
Score	# Students	Pct	# Students	Pct	# Students	Pct	# Students	Pct	# Students	Pct
75-80	1	1%	*	*	*	*	0	0%	1	1%
70-74	0	0%	*	*	*	*	4	7%	3	2%
65-69	4	4%	*	*	*	*	8	14%	4	2%
60-64	13	13%	*	*	*	*	7	12%	21	13%
55-59	10	10%	*	*	*	*	6	11%	16	10%
50-54	15	15%	*	*	*	*	14	25%	26	16%
45-49	19	19%	*	*	*	*	10	18%	21	13%
40-44	18	18%	*	*	*	*	3	5%	44	27%
35-39	11	11%	*	*	*	*	2	4%	15	9%
30-34	10	10%	*	*	*	*	2	4%	9	5%
25-29	1	1%	*	*	*	*	1	2%	4	2%
20-24	0	0%	*	*	*	*	0	0%	0	0
Total Tested	102		*		*		57		164	
Mean	48.1		*		*		54.3		48.4	
Std Dev	10.4		*		*		10.5		9.0	

57% of our current 11th grade students meet or exceed the college readiness benchmark of 45 with 27% of the 11th grade falling just short with a benchmark of 40-44. 87% of the Juniors tested in 2013 met or exceeded the benchmark score.

PSAT Math Scores - Juniors										
	Oct 2010		Oct 2011		Oct 2012		Oct 2013		Oct 2014	
Score	# Students	Pct	# Students	Pct	# Students	Pct	# Students	Pct	# Students	Pct
75-80	1	1%	*	*	*	*	1	2%	2	1%
70-74	0	0%	*	*	*	*	1	2%	2	1%
65-69	5	5%	*	*	*	*	3	5%	16	10%
60-64	11	11%	*	*	*	*	10	18%	9	5%
55-59	12	12%	*	*	*	*	13	23%	19	12%
50-54	15	15%	*	*	*	*	6	11%	30	18%
45-49	26	25%	*	*	*	*	7	12%	34	21%
40-44	18	18%	*	*	*	*	13	23%	27	16%
35-39	8	8%	*	*	*	*	2	4%	18	11%
30-34	3	3%	*	*	*	*	1	2%	6	4%
25-29	1	1%	*	*	*	*	0	0%	1	1%
20-24	2	2%	*	*	*	*	0	0%	0	0
Total Tested		102		*		*		57		164
Mean		49.0		*		*		52.8		50.1
Std Dev		10.2		*		*		9.9		10.2

Juniors testing in 2014 and 2013 had similar scores with 68% and 73%, respectively meeting or exceeding the benchmarks. These scores appear to be a trend as 69% of the students testing in 2010 met or exceeded the benchmarks.

PSAT Writing Skills Scores - Juniors										
	Oct 2010		Oct 2011		Oct 2012		Oct 2013		Oct 2014	
	# Students	Pct	# Students	Pct	# Students	Pct	# Students	Pct	# Students	Pct
75-80	0	0%	*	*	*	*	1	2%	0	0%
70-74	3	3%	*	*	*	*	6	11%	3	2%
65-69	3	3%	*	*	*	*	6	11%	5	3%
60-64	6	6%	*	*	*	*	4	7%	7	4%
55-59	12	12%	*	*	*	*	4	7%	17	10%
50-54	18	18%	*	*	*	*	16	28%	27	16%
45-49	13	13%	*	*	*	*	8	14%	34	21%
40-44	17	17%	*	*	*	*	7	12%	35	21%
35-39	17	17%	*	*	*	*	5	9%	29	18%
30-34	9	9%	*	*	*	*	0	0%	4	2%
25-29	2	3%	*	*	*	*	0	0%	2	1%
20-24	1	1%	*	*	*	*	0	0%	1	1%
Total Tested		102		*		*		57		164
Mean		46.7		*		*		53.7		47.1
Std. Dev		11.0		*		*		10.8		9.1

56% of our current Junior class met or exceeded the Writing Skills benchmark compared to 80% of the Juniors who tested in October 2013. Compared to 2013, 39% of students fell just below the benchmarks.

SAT 1 MEAN SCORES

PHS SAT Results												
	PHS 2009	PUSD 2009	PHS 2010	PUSD 2010	PHS 2011	PUSD 2011	PHS 2012	PUSD 2012	PHS 2013	PUSD 2013	PHS 2014	PUSD 2014
Critical Reading	473	*	479	463	481	463	469	454	465	452	475	*
Math	485	*	487	463	493	467	476	464	480	461	479	*
Writing	474	*	475	460	473	459	464	450	457	449	465	*
#Test Takers	203	*	187	535	246	596	249	629	276	637	270	*

- PUSD SAT scores not available for 2009 and 2014

More PHS students consistently take the SAT when compared to the Pasadena Unified District as a whole as well as the State of California. For the 2012-2013 school year 56.21% of our seniors took the SAT compared to 39.03% of PUSD seniors and 40.36% in the State of California. Comparing our mean scores to the State of California scores show that the scores for our students are below the rest of the state. In 2013 our students scored 38 points lower in Writing, 32 points lower in Mathematics and 33 points in Critical Reading. In 2014 the difference improved with our student's scoring 31 points lower in Mathematics and Writing and 23 points lower in Critical Reading. In 2014 our female test takers did better than our male test takers in Critical Reading (480 vs. 469) and Writing (476 vs. 452) but were outscored by males in Mathematics (477 vs. 483).

ACT Results

Five Year Trends – Average ACT Scores										
	PHS 2010	State 2010	PHS 2011	State 2011	PHS 2012	State 2012	PHS 2013	State 2013	PHS 2014	State 2014
Average Score	21.6	22.2	20.9	22.1	20.7	22.1	20.3	22.2	20.9	22.3
# Test Takers	92	90,371	96	99,002	105	103,024	114	107,243	96	113,732

ACT Five Year Trends – Percent and Average Composite Score by Race/Ethnicity															
	2010			2011			2012			2013			2014		
	#	%	Avg	#	%	Avg	#	%	Avg	#	%	Avg	#	%	Avg
All Students	92	100	21.6	96	100	20.9	105	100	20.7	114	100	20.3	96	100	20.9
Black/African American	18	20	20.9	23	24	18.1	13	12	18.5	18	16	19.6	10	10	18.6
American Indian/Alaska Native	0	0	NA	1	1	22.0	0	0	NA	0	0	NA	0	0	NA
White	9	10	24.7	10	10	25.6	14	13	24.4	15	13	22.5	14	15	24.9
Hispanic/Latino	`46	50	20.5	39	41	20.4	58	55	19.7	60	53	19.3	58	60	19.7
Asian	7	8	24.1	8	8	24.0	7	7	24.6	4	4	21.5	5	5	27.4
Two or more races	8	9	22.5	5	5	24.2	4	4	25.0	11	10	24.9	4	4	23.3
Prefer not to respond	4	4	24.5	10	10	20.1	9	9	18.9	6	5	17.5	4	4	19.3

The number of ACT PHS test-takers was the highest in 2013, at 114 and reduced to 96 in 2014. There was a slight reduction in the PHS average scores between 2010 and 2014, but the average scores remained relatively consistent with an average ACT score of 21.6 in 2010 to 20.9 in 2014. Overall, PHS is just 1.4 points below the state ACT 2014 average of 22.3 which was a slight improvement from 2013. When reviewing the ethnic subgroups there were minor up and down variations in the average scores, but overall scores have remained rather consistent.

A-G Requirements

A – G Requirements Met for the Class of 2014					
Pasadena Unified School District					
School	Students in Class of 2014	Met A-G Requirements and has a GPA of 2.0 CSU eligible		Met A-G Requirements with at least 3.0 GPA UC eligible	
		Number	Percentage	Number	Percentage
Blair High School	119	41	34.5%	25	21.0%
CIS Academy	87	0	0	0	0
John Muir High School	252	71	28.2%	40	15.9%
Marshall Fundamental	244	170	69.7%	111	45.5%
Pasadena High School	466	224	48.1%	146	31.3%
Rose City High School	131	0	0	0	0

A – G Requirements Met Pasadena High School		
	Met A-G requirements Number of students	Met A-G requirements % of class
Class of 2014	224	48.1%
Class of 2013	162	32.9%
Class of 2012	176	38.7%
Class of 2011	191	43.3%
Class of 2010	164	34.8%

Courses from California high schools and online schools used to satisfy the "a-g" subject requirements must be approved by UC and appear on the school's "a-g" course list. These courses are to be academically challenging, involving substantial reading, writing, problems and laboratory work (as appropriate), and show serious attention to analytical thinking, factual content and developing students' oral and listening skills. Students complete A-G requirements by passing the "a-g" designated course with a grade of "C" or above.

Prior to the data for the Class of 2014 the "a-g" requirements were tagged manually on a student by student basis.   This led to unreliable data depending on who was doing the tagging. For the Class of 2014 all the district course code designations were updated and corrected so that the

"a-g" requirements could be tagged automatically.

To ensure that all our students have the opportunity to become "a-g" eligible PHS makes every attempt to submit all our classes for "a-g" approval through the University of California A-G Course Management Portal.

PHYSICAL FITNESS

In the spring of each year, Pasadena High School is required by the state of California to administer the Physical Fitness Test (PFT) to all ninth grade students.

The PFT provides information that can be used by:
- Students to assess and plan their own personal fitness plan
- Teachers to assist with designing curriculum
- Parents/guardians to assist with the understanding of their students fitness levels

The PFT measures each student's ability to perform fitness tasks in six major areas, with a number of test options for most areas:

Aerobic Capacity
- PACER (Progressive Aerobic Cardiovascular Endurance Run)
- One-Mile Run
- Walk Test

Body Composition
- Skinfold Measurements
- Body Mass Index
- Bioelectric Impedance Analyzer

Abdominal Strength and Endurance
- Curl-Up

Trunk Extensor Strength
- Trunk lift

Upper Body Strength and Endurance
- Push-Up
- Modified Pull-Up
- Flexed-Arm Hang

Flexibility
- Back Saver Sit and Reach
- Shoulder Stretch

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 9th Grade Students in Healthy Fitness Zone (HFZ)			
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
2008 – 2009	14.8	30.1%	21.2%
2009 – 2010	12.2%	26.1%	37.5%
2010 – 2011	18.1%	29.2%	38.9%
2011 – 2012	11.2%	36.3%	37.3%
2012 – 2013	14.8%	30.6%	43.7%
2013 – 2014	7.2%	34.4%	41.6%

2010-2011 California Physical Fitness Report – Overall Summary of Results – 9th Grade

Physical Fitness Area	Total Tested	Number Students in HFZ	% Students in HFZ	% Students in Needs Improvement	% Students in Needs Improvement - Health Risk
Aerobic Capacity	414	297	71.7	22.5	.58
Body Composition	414	223	53.9	18.6	27.5
Abdominal Strength	414	385	93.0	7.0	NA
Trunk Extension Strength	414	365	88.2	11.8	NA
Upper Body Strength	414	365	88.2	11.8	NA
Flexibility	414	352	85.0	15.0	NA

2011-2012 California Physical Fitness Report – Overall Summary of Results – 9th Grade

Physical Fitness Area	Total Tested	Number Students in HFZ	% Students in HFZ	% Students in Needs Improvement	% Students in Needs Improvement - Health Risk
Aerobic Capacity	466	345	74.0	22.1	3.9
Body Composition	466	251	53.9	15.7	30.4
Abdominal Strength	466	405	86.9	13.1	NA
Trunk Extension Strength	466	439	94.2	5.8	NA
Upper Body Strength	466	391	83.9	16.1	NA
Flexibility	466	434	93.1	6.9	NA

2012-2013 California Physical Fitness Report – Overall Summary of Results – 9th Grade

Physical Fitness Area	Total Tested	Number Students in HFZ	% Students in HFZ	% Students in Needs Improvement	% Students in Needs Improvement - Health Risk
Aerobic Capacity	467	359	76.9	14.1	9.0
Body Composition	467	257	55.0	14.3	30.7
Abdominal Strength	467	425	91.0	9.0	NA
Trunk Extension Strength	467	445	95.3	4.7	NA
Upper Body Strength	467	399	85.4	14.6	NA
Flexibility	467	447	95.7	4.3	NA

2013-2014 California Physical Fitness Report – Overall Summary of Results – 9th Grade

Physical Fitness Area	Total Tested	Number Students in HFZ	% Students in HFZ	% Students in Needs Improvement	% Students in Needs Improvement - Health Risk
Aerobic Capacity	387	291	75.2	17.3	7.5
Body Composition	387	242	62.5	19.6	17.9
Abdominal Strength	387	355	91.7	8.3	NA
Trunk Extension Strength	387	373	96.4	3.6	NA
Upper Body Strength	387	287	74.2	25.8	NA
Flexibility	387	356	92.0	8.0	NA

GRADUATION

Graduation Requirements

All PUSD seniors must meet the following minimum high school graduation requirements to be eligible for graduation.

PUSD Graduation Requirements	
English – 4 years	**40 units**
English 1, English 2, English 3, English 4	
History/Social Science – 3 years	**30 units**
World History, United States History, United States Government, Economics	
Mathematics – 3 years	**30 units**
Algebra I, Geometry, Math Elective	
Science – 3 years	**30 units**
Biology, Chemistry or Physics, Science Elective	
Physical Education – 2 years	**20 units**
World Language – 1 year	**10 units**
Electives	**50 units**
TOTAL	**220 units**
High School Exit Exam	**CAHSEE**
English Language Arts and Mathematics	Score 350 or higher on each exam

Beginning with the Class of 2019 the Pasadena Unified School District Board of Education has approved new graduation requirements. There will be five distinctive diploma options available for students including the Classic Diploma (220 units), the Math and Science Diploma (220 units), the Humanities Diploma (220 units), the IB Diploma only available at Blair High School (220 units) and the State Diploma only available at Rose City High School (170 units). In addition to the current requirements students will need to complete the following:

- 40 hours of Community Service
- Complete the Senior Defense Project
- Pass a Health class

PHS Graduation Percentage Rates								
	Graduation Rate	AA	Asian	Hispanic	White	SED	EL	SWD
2009-2010	93.2	94.1	100	92.7	90.8	80.4	72.4	94.0
2010-2011	93.2	92.3	94.3	78.6	93.2	93.8	81.8	80.6
2011-2012	92.3	91.9	70.0	94.1	90.1	93.3	77.2	75.0
2012-2013	93.8	93.5	93.8	94.6	89.6	94.9	89.8	69.1
2013-2014	96.0	*	*	*	*	*	*	*

PHS Dropout Percentage Rates								
	Dropout Rate	AA	Asian	Hispanic	White	SED	EL	SWD
2009-2010	4.5	2.0	0.0	5.3	7.1	3.6	27.6	3.6
2010-2011	5.4	6.4	21.4	4.5	6.8	5.1	13.6	11.1
2011-2012	5.4	6.8	3.0	3.2	7.7	2.3	12.3	9.1
2012-2013	3.6	2.6	6.3	3.5	5.7	1.9	0.0	2.4
2013-2014	*	*	*	*	*	*	*	*

*Data not available

The graduation rate remained in the mid 90's (96%), well above the District and State averages of 79%. Since 2010, the graduation rate of Socio Economically Disadvantaged students has grown by 13%. There was a slight increase in the dropout rate from 4.5% to 5.4% between the years 2011-2012 and 2012-2013. Thesys, Twilight, and Response to Intervention (RTI) are dropout prevention and academic intervention strategies that PHS and PUSD provide to support all students in meeting the graduation requirements.

Future Plans PHS Graduating Classes					
	Class of 2009-2010	Class of 2010-2011	Class of 2011-2012	Class of 2012-2013	Class of 2013-2014
2 Year Colleges	36%	52%	52%	50%	48%
4 Year Colleges	36%	32%	32%	33%	38%
CSU	22%	12%	12%	16%	18%
UC	8%	10%	10%	7%	7%
Private	6%	10%	10%	10%	33%
Vocational School	1%	4%	4%	3%	1.5%
Military	3%	3%	3%	3%	2.5%
Employment	8%	9%	9%	11%	5.0%
Did Not State	NA	NA	NA	NA	5.0%

Each year graduating seniors are surveyed for information on their plans after graduation. Naviance a (student college and career search engine and document manager) now collects this information and has replaced paper surveys previously conducted by staff. College acceptance updates has provided information on student names and attending colleges. Data collected is used for the PHS school profile sent to colleges with senior applications. In addition a map is displayed in the administration building sharing with the PHS community the student names and colleges graduating seniors have committed to attend.

5. Programs

A. Academic

Pasadena High School ensures high achievement by addressing the needs of all students, in areas such as academic, creative, artistic, and leadership capacity, as well as those in career preparation, through its numerous programs, guidance, and counseling from school personnel. The school's workforce preparation program includes school-to-work activities through numerous business partnerships in the community, state-of-the-art resources and training in the areas of print and computers, as well as skill-building opportunities through the various programs offered at Pasadena High School. College-bound students have several opportunities to get a head start on their future through courses and programs specifically designed to ease the transition to higher learning. To assist at risk-students, Pasadena High School provides intervention to students who need additional assistance.

ADVANCED PLACEMENT PROGRAM

Pasadena High School's Advanced Placement program offers a rigorous and diversified curriculum for those students seeking entrance into the highest of post-secondary colleges and

universities. PHS offers AP courses to students in grades nine through twelve in all of the major core subjects. . The AP Program is a large part of the overall college preparation system at PHS. Students enrolled in even one AP course stand to gain entry into a higher college or university and are better prepared to be successful once they enter post-secondary education. (SLOs 1-5)

Since the year 2010, the number of students taking Advanced Placement tests has grown – from 535 to 618 to 757 last year. In May 2014, 379 students took 757 exams with a pass rate of 58.8%. This occurred during a time of declining enrollment and is a reflection of Pasadena High School's "Going to College Initiative". Passage rates during the same period declined from 62% to 58.8%. In comparison to the entire district our pass rate is consistently higher than the three other high schools.

During the 2013 – 2014 school-year PHS offered 15 AP classes and for the current 2014 – 2015 school year has increased the offerings to 19 AP classes. PHS is once again offering Chemistry and for the first time offering Human Geography, Psychology and Spanish Literature and Culture as AP options for students.

AP Score Summary – Pasadena High School			
	Students	Passed	Percent
2009-2010	292	181	62.0%
2010-2011	304	181	59.5%
2011-2012	338	177	52.4%
2012-2013	346	181	52.3%
2013-2014	379	223	58.8%

AP Score Summary – Pasadena Unified School District									
	Blair High School			John Muir High School			Marshall Fundamental		
	Tested	Passed	Percent	Tested	Passed	Percent	Tested	Passed	Percent
2010-2011	95	41	43%	228	33	14%	609	275	45%
2011-2012	170	59	35%	240	27	11%	748	304	41%
2012-2013	122	31	25%	241	27	11%	833	249	30%
2013-2014	108	42	39%	257	65	25%	1036	305	29%
Total	495	173	35%	966	152	16%	3226	1133	35%

Although PHS does not have the largest number of students taking AP exams, as of May 2014 Pasadena High School has consistently generated a substantially higher AP pass rate within the Pasadena Unified School District for the past five years. PHS has taken great pride in preparing teachers and students for AP exams by providing AP teachers time for paid AP summer workshops. AP teachers meet bi-monthly with AP parent nights held once each semester.

Students also use Shmoop an online review program for both in class and off campus practice. The two Saturdays before AP testing PHS offers to students 4 hour AP prep sessions.

Over the past several years PHS has made use of the AP Potential tools provided by the College Board to help identify and connect with students who are likely to succeed in specific AP courses and who otherwise might not enroll in an AP course. Letters are sent home to parents and students and counselors discuss their AP options when planning the upcoming school-years course schedule. AP Parent Night, held in both the fall and spring semesters, facilitates parents as partners while providing opportunities for outreach to stakeholders interested in joining or supporting the PHS Advanced Placement Program.

Over the 2013 summer break, 13 AP and Honors teachers attended AP Training to renew, revamp, and align their curriculum to College Board standards.

The AP Program offers several Scholar Awards to recognize high school students who have demonstrated college-level achievement through their performance in AP courses and exams.

AP – School Totals by Score - 2014

	Music Theory	Stud Art 2D	Eng Lang Comp	Eng Lit Comp	European	US Govt & Politics	US History	Calculus AB	Calculus BC	Comp Sci A	Statistics	Biology	Envir Science	Physics B	Spanish Language	Total Exams	% of Total Exams
5	0	1	1	3	5	5	8	8	6	0	0	0	3	2	4	46	6.1
4	0	4	5	9	17	8	23	2	2	1	0	1	6	3	23	104	13.7
3	1	4	15	15	37	18	24	7	3	0	0	22	5	6	24	181	23.9
2	0	2	26	25	8	24	37	7	1	0	4	56	7	3	7	207	27.3
1	0	0	14	6	16	44	19	45	3	2	18	30	14	8	0	219	28.9
Total	1	11	61	58	83	99	111	69	15	3	22	109	35	22	58	757	100.0

AP – School Totals by Score - 2013

	Stud Art 2D	Eng Lang Comp	Eng Lit Comp	Euro History	US Gove & Politics	US History	Calculus AB	Calculus BC	Comp Sci A	Chemistry	Biology	Physics B	Physics C: EM	Physics C: Elect	French Language	Spanish Language	Total Exams	% of Total Exams
5	1	4	0	7	2	2	8	2	0	1	0	3	0	0	0	7	37	6.0
4	1	7	9	20	8	23	7	2	1	2	4	5	0	0	0	11	100	16.2
3	5	22	12	21	26	20	9	3	1		14	8	1	1	0	8	151	24.4
2	1	29	20	11	30	31	7	1	0	3	41	2	0	0	1	6	183	29.8
1	0	12	1	30	23	25	29	6	1	6	6	0	1	1	0	8	147	23.8
Total	8	74	42	89	89	101	60	14	3	12	65	18	2	2	1	40	618	100.0

AP – School Totals by Score - 2012

	Stud Art 2D	Eng Lang Comp	Eng Lit Comp	Euro History	US Govt & Politics	US History	Calculus AB	Calculus BC	Biology	Physics B	French Language	Spanish Language	Total Exams	% of Total Exams
5	0	0	3	4	2	2	1	2	0	6	1	10	31	5.1
4	0	7	12	13	11	11	3	1	2	5	1	10	76	12.5
3	5	24	24	23	24	26	6	7	2	11	0	20	172	28.2
2	3	30	25	15	28	30	3	1	5	4	0	11	155	25.5
1	0	17	8	16	22	23	38	6	37	0	0	8	175	28.7
Total	8	78	72	71	87	92	51	17	46	26	2	59	609	100.0

AP – School Totals by Score - 2011

	Stud Art 2D	Eng Lang Comp	Eng Lit Comp	Euro History	UJS Govt & Politics	US History	Calculus AB	Calculus BC	Biology	Physics B	Chemistry	French Language	Spanish Language	Total Exams	% of Total Exams
5	0	4	4	0	5	5	6	3	1	7	1	0	7	43	7.4
4	0	13	11	5	12	13	5	5	1	2	4	0	16	87	14.9
3	2	29	19	26	21	22	15	4	3	12	2	1	14	170	29.2
2	2	33	32	8	29	25	5	3	6	1	3	1	7	155	26.6
1	0	10	6	9	23	16	19	7	18	0	4	0	16	128	22.0
Total	4	89	72	48	90	81	50	22	29	22	14	2	60	583	100.0

AP – School Totals by Score - 2010

	Stud Art 2D	Eng Lang Comp	Eng Lit Comp	Euro History	US Govt & Politics	UIS History	Calculus AB	Calculus BC	Biology	Physics B	Chemistry	French Language	Spanish Language	Total Exams	% of Total Exams
5	0	3	4	0	2	4	8	1	3	1	0	1	12	39	7.3
4	1	15	11	7	7	21	10	4	3	4	0	0	15	98	18.3
3	4	25	21	25	22	26	5	5	6	7	0	0	10	156	29.2
2	3	31	26	10	26	24	4	0	6	4	1	0	8	143	26.7
1	0	7	5	8	17	13	18	5	21	2	0	0	3	99	18.5
Total	8	81	67	50	74	88	45	15	39	18	1	1	48	535	100.0

AP School Score Totals by Ethnicity

AP School Score Totals by Ethnicity - 2014							
	1	2	3	4	5	# Exams	Mean Score
American Indian/Alaska Native	2	0	2	0	0	4	2.00
Asian, Asian American, Pacific Islander	28	24	33	13	9	107	2.54
Black/African American	19	22	9	5	2	57	2.11
Mexican/Mexican American	67	63	44	29	8	211	2.28
Puerto Rican	1	0	0	0	0	1	1.00
Other Hispanic/Latino or Latin American	40	27	20	20	6	113	2.34
White	41	49	56	26	14	186	2.59
Other	17	18	15	7	6	63	2.48
Refuse to State	4	4	2	4	1	15	2.60

AP School Score Totals by Ethnicity - 2013							
	1	2	3	4	5	# Exams	Mean Score
American Indian/Alaska Native	1	0	2	0	0	3	2.33
Asian, Asian American, Pacific Islander	22	27	21	13	8	91	2.54
Black/African American	21	24	17	9	4	75	2.35
Mexican/Mexican American	42	58	34	21	5	160	2.31
Puerto Rican	0	0	0	0	0	0	0
Other Hispanic/Latino or Latin American	18	26	20	11	3	78	2.42
White	31	36	47	32	13	159	2.75
Other	10	10	8	11	4	43	2.74
Refuse to State	2	2	2	3	0	9	2.67

AP School Score Totals by Ethnicity - 2012							
	1	**2**	**3**	**4**	**5**	**# Exams**	**Mean Score**
American Indian/Alaska Native	1	0	2	1	0	4	2.75
Asian, Asian American, Pacific Islander	14	12	19	7	3	55	2.51
Black/African American	32	23	12	4	2	73	1.92
Mexican/Mexican American	53	36	46	18	11	164	2.38
Puerto Rican	0	0	0	0	0	0	0
Other Hispanic/Latino or Latin American	27	29	25	11	3	95	2.31
White	34	38	47	24	6	149	2.53
Other	12	15	19	11	6	63	2.75
Refuse to State	2	2	2			6	2.00

AP School Score Totals by Ethnicity - 2011							
	1	**2**	**3**	**4**	**5**	**# Exams**	**Mean Score**
American Indian/Alaska Native	0	0	0	0	0	0	0
Asian, Asian American, Pacific Islander	15	15	23	17	8	78	2.85
Black/African American	17	21	14	2	2	56	2.13
Mexican/Mexican American	46	39	42	15	5	147	2.28
Puerto Rican	0	0	0	2	0	2	4.00
Other Hispanic/Latino or Latin American	19	34	28	11	8	100	2.55
White	18	21	44	31	15	129	3.03
Other	11	22	19	9	5	66	2.62
Refuse to State	2	3	0	0	0	5	1.60

AP School Score Totals by Ethnicity - 2010							
	1	**2**	**3**	**4**	**5**	**# Exams**	**Mean Score**
American Indian/Alaska Native	0	1	1	0	0	2	2.50
Asian, Asian American, Pacific Islander	11	10	20	15	5	61	2.89
Black/African American	17	22	17	5	2	63	2.25
Mexican/Mexican American	29	47	30	27	11	144	2.61
Puerto Rican	0	1	0	2	0	3	3.33
Other Hispanic/Latino or Latin American	17	20	27	9	5	78	2.55
White	16	25	47	28	14	130	2.99
Other	9	16	13	10	1	49	2.55
Refuse to State	0	1	1	2	1	5	3.60

AP Scholar Awards					
	2010	**2011**	**2012**	**2013**	**2014**
AP Scholar Award	39	39	40	39	38
AP Scholar Award with Honors	12	11	7	12	14
AP Scholar Award with Distinction	10	15	12	10	9
National AP Scholar	0	3	1	0	2

AP Scholar

The designation of *AP Scholar* is granted to students who receive grades of 3 or higher on three or more AP Exams on full year courses.

AP Scholar with Honor

The designation of *AP Scholar with Honor* is granted to students who receive an average grade of at least 3.25 on all AP Exams taken, and grades of 3 or higher on four or more of these exams on full-year courses.

AP Scholar with Distinction

The designation of *AP Scholar with Distinction* is granted to students who receive an average grade of at least 3.5 on all AP Exams taken, and grades of 3 or higher on five or more of these exams on full-year courses.

AP State Scholar

The designation of *AP State Scholar* is granted to one female and one male student in each state with the highest average grade (at least 3.5) on all AP Exams taken, and grades of 3 or higher on the greatest number of exams (at least three exams on full-year courses).

National AP Scholar

The designation of *National* AP *Scholar* is granted to students who receive an average grade of at least 4.0 on all AP Exams taken, and grades of 4 or higher on eight or more of these exams on full-year courses.

GIFTED AND TALENTED EDUCATION PROGRAM (GATE)

PUSD's GATE program is designed to meet the unique needs of gifted and talented students and maximize their academic and social development to ensure positive motivation and the intellectual growth of gifted students, and advanced and rigorous program offers an appropriately differentiated core curriculum.

The PHS GATE program is designed to meet the unique needs of gifted and talented students, and to maximize their academic and social development. A differentiated core curriculum program is available to ensure positive motivation and the intellectual growth of gifted students. Classroom instruction begins with the grade level core curriculum and is differentiated based upon student need and ability ensuring positive motivation and the intellectual growth of gifted students. For the 2014-2015 school year PHS served 375 GATE students.

The Gifted and Talented Education program (GATE) consists of students who have been identified as gifted through district established criteria, and who may participate in honors and Advanced Placement Programs; high-achieving students are also given the opportunity to take these classes. Course content is accelerated and taught at a level of complexity and depth consistent with students' needs. GATE students are clustered into the same classrooms, where they receive enhancement activities along with regular classroom work. GATE students are identified bases on tests scores and teacher recommendations.

The school's GATE representative and AP of curriculum attend monthly meetings that consist of parents, teachers, site administrators, and district leadership at the district office. Students can still test into GATE in high school but is done only upon the request of a teacher and/or parent.

PHS GATE Enrollment by Grade Level					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
9th Grade	77	88	103	90	93
10th Grade	76	81	92	99	91
11th Grade	65	70	81	91	98
12th Grade	56	64	69	83	90
Total GATE Enrollment	274	303	345	363	372
% of Total School Enrollment	13.4%	15.1%	17.4%	19.2%	19.6%

PHS GATE Enrollment by Ethnic Subgroups					
Sub Group	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Latino	131	147	160	166	164
Not Latino	143	155	184	195	208
Refused to State	0	1	1	2	1
Total	274	303	345	363	372
American Indian/Alaskan Indian	73	73	40	21	14
Asian Indian	2	2	2	3	3
Black/African American	34	34	45	47	52
Cambodian	0	0	1	1	1
Chinese	8	9	11	13	12
Filipino	14	14	17	15	14
Hawaiian	1	1	1	1	1
Japanese	4	5	8	9	11
Korean	0	0	1	1	3
Other Asian	1	2	2	3	2
Other Pacific Islander	1	1	0	1	1
Vietnamese	4	6	4	6	5
White	123	152	189	6	233
Refuse to state	9	17	24	215	19
Total Enrollment	1976	1928	1931	27	1881

PUENTE PROJECT

The Puente Project is open to all students, grades ninth through twelfth, who have potential for college work but traditionally have been underrepresented in the university system. The University of California, Office of the President, sponsors the project. The goal of the Puente Project is "to increase the number of students who enroll in four-year colleges and universities, and return to the community as leaders and mentors to future generations." Puente trains a team of educational professionals consisting of a counselor and two English teachers who work together to integrate academic career counseling, English Language Arts (ELA) instruction, and mentoring into a comprehensive academic and community leadership program. Puente students work with the Puente counselor for the entire four years while receiving academic and career counseling, participating in the Puente Club and its activities, visiting colleges and universities, and attending college admissions workshops.

PHS Puente Enrollment by Grade Level					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
9th Grade	5	41	59	40	56
10th Grade	23	45	45	61	52
11th Grade	24	24	43	43	64
12th Grade	23	23	23	41	43
Total Enrollment	75	133	170	185	215

ALL STAR BULLDOG PROGRAM

In 2007 PHS created the All-Star Bulldogs Program as a means of rewarding students for positive performance in school. For the first few years students were awarded "prizes" based on their GPA. Beginning in 2010 PHS discontinued the "prizes" and returned to posting the honor roll lists and awarding certificates to our students.

Students are "All Star Bulldogs" based on their GPA. There are three levels of the program: "A" Honor Roll students have achieved a 4.00 GPA (beginning with the 2013-2014 school year GPA's beginning with the Class of 2017 are computed using a weighted scale); "AB" Honor Roll students have achieved a GPA of 3.99-3.00; Effort Honor Roll students achieved a GPA of 2.99-2.50. At the end of each grading period the All-Star Bulldog Honor Roll lists are emailed to all staff as well as posted in "A" Building and on the website. At the end of each semester students will receive a certificate acknowledging their performance. (SL0-1)

All Star Bulldog Honor Roll – Final Semester Grade Breakdown										
	2010-2011		2011-2012		2012-2013		2013-2014		2014-2015	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
4.00+**	4.0%	4.6%	4.5%	4.3%	5.5%	6.4%	7.0%	6.6%	7.7%	*
3.99-3.00	34.9%	31.3%	30.1%	31.1%	34.0%	32.6%	39.1%	35.6%	33.9%	*
2.99-2.50	17.4%	17.6%	18.0%	18.0%	17.1%	18.5%	15.6%	16.1%	18.3%	*
Total % over 2.50	56.3%	53.5%	52.6%	53.4%	56.6%	57.5%	61.7%	58.3%	59.9%	*
Total Enrollment	2032	1975	1998	1927	1980	1931	1882	1800	1893	*

**Beginning with the class of 2017 GPAs are computed on a weighted scale

Over the last five years, the number of students with a 4.00 and above GPA has increased from 4.0% in the fall semester of the 2010-2011 school years to 7.7% for the fall semester of the current 2014-2015 school year. The percentage of students achieving a 3.99 – 3.00 GPA rose from 31.3% in the spring semester of the 2010-2011 school year to 39.1% for the fall semester of the 2013-2014 school year, before dropping down to 33.9% for our most recent fall semester. Our total percentage of students achieving a GPA of 2.50 and above rose from 53.5% in the spring semester of the 2010-2011 school year to 61.7% for the fall of the 2013-2014 school year. Currently 59.9% of our students achieved a GPA of 2.50 and above for our most recent fall semester.

COLLEGE AND CAREER PATHWAYS

To support the success of all students, Pasadena High School over the past ten years has evolved from a single comprehensive high school to one that includes three California College and Career Pathways, which include two California Partnership Academies – with between 125 to 300 students in each Pathway. One of the main goals of the Pathways is to personalize education to meet diverse student interests through curricular choices, and to meet all students' needs through a range of supports and interventions.

The three College and Career Pathways at Pasadena High School are the APP Academy, the Creative Arts, Media, and Design Pathway (CAMAD), and the Law and Public Service Pathway (LPS). These pathways provide college and career preparation around a specific industry theme and are set up as smaller learning communities. The four core components of pathways are rigorous academics, real-world technical skills, work-based learning, and personalized supports. The Pasadena Unified School District received a planning grant from Connect Ed to outline the structure for the College and Career Pathways. Students are cohort scheduled and participate in a curriculum that is often integrated between their classes.

Prior to the addition of the APPs and LPS Pathways, Graphics Communications Academy (GCA) and Visual Arts and Design Academy (VADA) both had been a part of Pasadena High School for over twenty years. Early data collected between 2010 and 2013, indicated that both

California Partnership Academy's students pass rates for CAHSEE Math and ELA, and 11th grade EAP ELA and EAP Math college ready indicators exceeded those of PHS non-academy and PUSD district percentages.

PATHWAYs – CAHSEE ELA Census (10TH Grade)				
	PUSD (#of Students Passed)Pass Rate	PHS (#of Students Passed)Pass Rate	GCA (#of Students Passed)Pass Rate	VADA (#of Students Passed)Pass Rate
2010	(1083) 78%	(466) 86%	(28) 90%	(37) 97%
2011	(1098) 82%	(500) 89%	(44) 90%	(51) 94%
2012	(1052) 82%	(441) 91%	(43) 98%	(51) 93%
2013	(960) 80%	(414) 86%	(48) 96%	(29) 85%

PATHWAYs – CAHSEE Math Census (10TH Grade)				
	PUSD #of Students Passed/Pass Rate	PHS #of Students Passed/Pass Rate	GCA #of Students Passed/Pass Rate	VADA #of Students Passed/Pass Rate
2010	(1083) 78%	(442) 82%	(28) 85%	(33) 87%
2011	(1084) 82%	(482) 87%	(47) 96%	(47) 89%
2012	(1040) 82%	(440) 90%	(44) 100%	(48) 89%
2013	(936) 77%	(396) 82%	(44) 100%	(48) 89%

EAP College Ready English (Grade 11)				
	PUSD #of Students College Ready	PHS #of Students College Ready	PHS GCA #of Students College Ready	VADA #of Students College Ready
2010	(173) 17%	(81) 18%	(3) 11%	(9) 21%
2011	(180) 18%	(87) 20%	(4) 15%	(9) 28%
2012	(328) 31%	(150) 33%	(13) 35%	(18) 41%
2013	(321) 28%	(133) 30%	(17) 45%	(22) 46%

EAP College Ready Math (Grade 11)			
	PUSD #of Students College Ready	PHS #of Students College Ready	PHS GCA #of Students College Ready	VADA #of Students College Ready
2010	(249) 51%	(112) 61%	(6) 55%	(7) 58%
2011	(247) 50%	(117) 59%	(5) 45%	(6) 60%
2012	(299) 52%	(157) 60%	(15) 63%	(16) 50%
2013	(285) 44%	(128) 53%	(6) 27%	(16) 59%

Creative Arts Media and Design (CAMAD)

The CAMAD Pathway for the 2014-2015 school year is serving 291 students in grades 9-12. CAMAD is composed of three components, a ninth grade program, the Graphic Communications Academy (GCA), and the Visual Arts and Design Academy (VADA). The ninth grade program of study consists of a CTE course, English, Biology, and Math 1. After students complete their ninth grade year in the program, they can elect to continue in the pathway selecting a course of study in either commercial art in GCA or fine arts in VADA. The GCA and VADA programs of study consist of a three-year, sequenced CTE course, and core courses in English, social studies, science and math. Some of the GCA and VADA specific courses offered include Studio Art 1 and 2, Printmaking, Graphic Design, and Portfolio Design.

Both GCA and VADA existed as California Partnership Academies (CPA) before the implementation of College and Career Pathways in the Pasadena Unified School District. Although the two academies are both components of the CAMAD pathway, they are each independently funded by a California Partnership Academies grant from the California Department of Education and adhere to the CPA grant requirements. As a goals of CPA grants at least 50% of the students enrolled in the academics are considered "at-risk" based on socio-economic status, poor history of academics, and low standardized test scores. A core principal philosophy of the academies is through a high interest curricular program, motivation and interest can inspire students to achieving higher levels of academic success in the classroom. (SLOs 1-5).

Graphic Communications Academy Enrollment by Grade Level					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
9th Grade	NA	61	0	3	0
10th Grade	49	44	50	47	33
11th Grade	26	38	39	30	41
12th Grade	28	23	35	37	29
Total Enrollment	103	166	124	117	103

Visual Arts and Design Academy Enrollment by Grade Level					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
9th Grade	NA	41	71	45	79
10th Grade	55	57	35	44	31
11th Grade	33	45	46	28	41
12th Grade	37	28	42	45	27
Total Enrollment	125	171	194	162	178

Note: The GCA and VADA specialized course of study begins in the 10th grade. Students in the 9th grade are in the general CAMAD program which began in fall of 2011. In the 10th grade students decide which specialized program (GCA or VADA) they wish to pursue.

LAW AND PUBLIC SERVICE ACADEMY (LPS)

This dynamic Pathway is a four-year college preparatory program especially designed for students with interest in legal, government or protective service careers, and Forensic Science. Shaped with substantial input from secondary and post-secondary educators and industry professionals in the law, law enforcement and advocacy, the curriculum of this Pathway incorporates college preparatory courses and best practices with the role law, law enforcement, forensic science, and forensic science professionals play in the criminal justice system.

The Forensic Science course provides students the opportunity to explore how scientific principles are used in analyzing physical evidence found at crime scenes and to be introduced to a wide array of career choices in forensics. The fundamental objective is to teach the basic processes and principles of scientific thinking so as to apply them to solving problems that are related not only to science but to all disciplines. Specific structured activities support development of 21st century skills, including leadership and teamwork, communication, and problem-solving. A goal of the LPS Pathway is to introduce students to some of the specialized fields of forensic science, the principles of science and technology upon which they are based, and the application of these principles to various analyses of crime scene evidence, making science real for the CSI generation.

A distinguishing feature of the curriculum is its integration of the traditionally isolated standards of law, law enforcement, and social justice, with academic and career technical education. A formal partnership with the Pasadena Chamber of Commerce connects students with local professionals in relevant career fields. The LPS team consists of English, science, social science and two Career Technical Education teachers, all currently serving 125 LPS students.

Law and Public Service Enrollment by Grade Level					
	2010-2011	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**
9th Grade	NA	NA	37	24	73
10th Grade	NA	NA	NA	31	22
11th Grade	NA	NA	NA	NA	29
12th Grade	NA	NA	NA	NA	NA
Total Enrollment	NA	NA	37	55	124

THE APP ACADEMY: MOBILE, WEB AND GAME DEVELOPMENT

The App Academy at Pasadena High school is an innovative and academically rigorous four-year high school program where students learn computer science through mobile, web and game development. Students will also benefit from field trips, internships, individual college and career counseling, and a high-tech 21st century learning environment. The App Academy curriculum meets UC/CSU A-G requirements. The APP Academy is made possible through a partnership between Pasadena High School, the Pasadena Educational Foundation and Linked Learning and is currently serving 180 students.

The App Academy at Pasadena High School features courses and projects in:
- *Mobile Applications*: Over half of mobile subscribers in the U.S. now own smart phones, with a projected ownership of over 70% in 2013. Students will learn the process of software development on popular mobile platforms, creating a variety of applications to showcase their passions and interests.
- *Web Applications*: Students will learn the essentials of web development, creating websites for their individual online portfolios as well as the App Academy's Mobile Application and Game Portal. Created using real-world industry standards, the websites will interact with databases and include dynamic, stylish and interactive content.
- *Game Development*: Video games are an engaging way to teach a wide variety of essential topics in computer science. Students will create their own games in Android, Flash and PHP, implementing their own Artificial Intelligence algorithms and properly crafting and interacting with an enterprise-level web server environment.

Examples of the APP Academy specific courses offered include Web Development 1, 2 and Computer Programming JAVA. Honors sections are offered in all three of these courses.

For the 2014-2015 school year the APP Academy introduced entrance requirements for their entering 9th grade class. This resulted in the decline in 9th grade students entering the program.

APP Academy Enrollment by Grade Level					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
9th Grade	NA	NA	35	97	73
10th Grade	NA	NA	NA	20	87
11th Grade	NA	NA	NA	NA	20
12th Grade	NA	NA	NA	NA	NA
Total Enrollment	NA	NA	35	117	180

The APP

Our three College and Career Pathway programs are supported, in part, by the following community partnerships:

- Armory Center for the Arts
- Art Center College of Design
- Attorney Don Schweitzer/Pasadena Bar Assoc.
- Attorney Jason Oliver
- Baughman Printing
- Cantu Graphics
- City of Pasadena, Office of Cultural Affairs
- Econoprint
- Latino Heritage Association
- Levitt Pavilion
- Mid-Valley Arts League
- Mount Sierra College
- Pasadena Bar Association
- Pasadena Chamber of Commerce
- Pasadena City College
- Pasadena Educational Foundation
- Pasadena Law Auxiliary
- Pasadena Police Department
- Pasadena Superior Court
- Pasadena Water and Power
- Ret. Loyola Law School Professor Arnold Siegel
- Ret. Pasadena Police Lieutenant Phlunte Riddle
- Rowe and Gayle Giesen Trust
- Side Street Projects
- SooBee Illustration
- Swain's Art Supplies
- Typecraft Wood and Jones
- Xerox

CAREER AND TECHNICAL EDUATION COURSES (CTE)

To further expose students to career and technical education classes, CTE recruitment visits to middle schools, parent nights, and counselors meetings with students have helped to increase interests in career focused courses for both pathway and general education students. New courses have been added to support student interests since the 2009 WASC visit.

Course		Sections	Avg # of Students	Total # Students
American Sign Language A*		3	27	80
Computer Science Java H*		1	24	24
Forensic Science/Criminology A*		3	27	80
Graphic Design A/Printmaking Occupations		5	21	104
Law Enforcement A/Fundamentals in Law 2A/Forensics A*		5	24	120
Photography/Advanced Photography		6	19	116
Sports Medicine A*		6	21	127
Web Application Development 1/H and 2/H		6	26	156
Web Design A*		5	21	106

 *New CTE Courses added since 2009 WASC visit

BUSINESS AND COMPUTER SCIENCE PROGRAM

In the Business and Computer Science elective classes students have opportunities to experience technology instruction in Computer Applications, Commercial Web Design, Computer Programming, and AP Computer Science courses. These courses provide skills and career training in Microsoft Office Applications, Adobe Photoshop, Adobe in Design, Java, and multimedia technologies. The focus of each course is engaging technology for computer science through researching, analyzing, and synthesizing information. Goals also include communicating ideas, concepts, and information while learning to work independently and collaboratively.

VISUAL AND PERFORMING ARTS

Dance

Within the Visual and Performing Arts program, Pasadena High School offers a comprehensive dance program offering beginning, intermediate, advanced, and dance production level classes. The classes are structured not only to be a physical workout, but a creative, stylistic experience! Goals include a focus on many different styles of dance, such as, jazz, ballet, Latin, hip hop, contemporary, modern, Brazilian, yoga, and aerobic dances. Also courses include a focus on fitness & nutrition concepts, and fitness exercises such as running as a part of physical conditioning. The students are introduced to physical movement, improvisation and choreography, but to dance terminology and dance history as well. Students gain an overall awareness and knowledge of their bodies and how to gain strength and endurance while

expressing themselves artistically through dance. Students perform in class and participate in numerous programs throughout the year, including the Winter and Spring Dance Concerts at

In addition to the PHS dance program, dance students have an opportunity to audition and participate in the afterschool elite dance team "Orchesis". Both JV and Varsity teams perform at many school and sporting events, as well as participating in a number of annual dance competitions. In March 2014, the PHS Orchesis Dance Team competed in the "SHARP" competition at Arcadia High School. The dance team entered three events, Senior Extra Large Hip Hop, Senior Medium Lyrical, and Senior Trio taking first place in all three categories and receiving the Judges Award for the their performance. This performance moved the team to the state competition held in Anaheim. The team entered 5 events and came in 3rd in 3 events, 2nd in 1 event and 1st in 1 event. In addition, they received the "Most Spirited Award" at the state event.

Instrumental Music Program

Pasadena High School offers a wide variety of musical programs for students with all types of instruments. These programs include, the Bulldog Marching Band, chamber string orchestra, full symphony orchestra, jazz ensemble, beginning piano lab, a winter drum line ensemble, and a Musical Theater instrumental ensemble, and a Pageantry Corps. These performance groups along with various small ensembles (trios and quartets) present many performance art opportunities to music students. PHS instrumental groups regularly tour other regions of the U.S. and perform in festivals and competitions throughout Southern California. Members of the PHS band have marched with the Pasadena Tournament of Roses Honor Band each year in the Tournament of Roses Parade. Last year, PHS band members were the only representation from the Pasadena Unified School District in the Honor Band. The PHS Instrumental Music Department features groups in the annual winter and spring concerts and in the spring musical. Approximately, one hundred thirty students are enrolled in the instrumental music programs.

Choral Music Program

In 2004, the Choral Music Program was reinstated at Pasadena High School. Course offerings include Concert Choir, Advanced Choir, and the Musical Theatre Workshop. All of the courses are aligned with the California Academic Content Standards for Music. The five areas that are covered in the music classes are Artistic Perception, Creative Expression, Historical/Cultural Context, Aesthetic Valuing, and Connections, Relationships and Applications. Students perform in harmony, vocal technique, and choreography. The Choral Music Program contributes to the community and encourages social responsibility and respect for cultural diversity by participating in events such as: the Annual Halloween Benefit Concert aiding projects such as

the Pasadena Home for Abused Women; the Holiday Benefit Concert at Union Rescue Mission in Los Angeles; the Annual High School Choir Festival in Los Angeles Master Chorale, Walt Disney Concert Hall the Westmount College Fall choral Festival in Santa Barbara; and the Universal Citywalk Annual Holiday Performance. Approximately 90 students are enrolled in the Choral Music Program. (SLOs 4 and 5)

Each spring the combined Choral and Instrumental Music Programs put on a spring musical. Production of the spring musical resumed in 2009 with *Seussical the Musical* after a hiasitus of many years. Recent productions include *All Shook Up* (2010), *Grease* (2011), *Guys and Dolls* (2012), *Hairspray* (2013) and *Little Shop of Horrors* (2014). The production for Spring 2015 will be *Legally Blond*.

Fine Arts Program

Pasadena High School's fine arts program includes courses which provide a strong standards-based arts curriculum in: Introductory Art, Drawing and Painting, AP 2-D Studio Art and Photography. All classes offer students instruction and experiences in Artistic Perception, Creative Expression, Historical / Cultural Context, Aesthetic Valuing and Connections. Theoretical aspects encompass research, interpretation, and analysis of art/artists. PUSD and Pasadena High School are proud participants in the Los Angeles County's Arts for All initiative.

For the past several years many of our students have entered the Bob Hope Airport Banner Art Contest. The art work of the 1st place winners is turned into a large banner that hangs from the airport tower at the Bob Hope Airport. The art work from the 2nd and 3rd place winners is displayed in the airport's Terminal B. PHS students received 1st place in the 2012 and 2013 contest.   In addition, in 2013 PHS students also received 2nd and 3rd place honors.

Navy National Defense Cadet Corps (NNDCC)

PHS transitioned from NJROTC to the NNDCC program in 2012. The NNDCC program (established by the Navy on April 22, 2011) provides schools that do not qualify for a Navy Junior Reserve Officers Training Corps (NJROTC) unit an opportunity to provide a similar program designed to expand students' opportunities to gain the values of citizenship, service to the United States, personal responsibility and a sense of accomplishment.

The NNDCC program is modeled on the NJROTC program. NNDCC units use the NJROTC curriculum. The cost, however, incurred by the school includes instructor salaries, student uniforms and daily operational expenses. The Navy supplies curriculum material for NNDCC instructors and students, and the unit equipment necessary to execute the curriculum.

The unit includes several teams that compete throughout the year. A drill team, consisting of 40 cadets, competes annually in drill meets. The components for this team are Arm Basic Drill, Unarmed Basic Drill, Color Guard, Armed Exhibition and Unarmed Exhibition. The drill team resumed competition in 2013 after a five year hiatus. The marksmanship team competes annually

and is made up of 10 cadets. They placed 3rd in the 2014 Reseda Competition. The Orienteering team competes annually and won 1st place in the Vazquez Rocks Competition in 2012, 2013 and 2014. The team has traveled to Washington D.C. in 2013 for a national competition and to Phoenix Arizona for the 2014 regional championship. In addition the team competes annually in "Brain Brawls". This is an academic competition that tests the cadets on Naval knowledge and Naval history.

Over the last three years, this unit has accumulated an average of 10,000 hours of community service per year. Examples of the community service include campus beautification, parades, testing setup/breakdown, football game setup/breakdown, Christmas tree drives, PTSA events and other community request for color guards and support.

Regional Occupation Program (ROP)

The Regional Occupation Program (ROP) of Pasadena High School offers a rich learning environment, with a strong emphasis on academic and career technical education that prepares students for the future in higher education, life, work, and career. ROP training provides students with entry-level job skills to obtain and advance in their chosen careers. The classes also allow student the opportunity to explore their career interests while earning high school credits. Many students are able to obtain employment in their desired career and a direct result of the knowledge and skills gained through their ROP course(s).

The Regional Occupation Program (ROP) offers PHS students a variety of classes, some of which are incorporated into our Pathways and Academies on campus. These classes include: Graphic Communications I & II (GCA), Graphic Design, Printmaking, Law Enforcement (LPS), Photography I, Advanced Photography, Sports Medicine, American Sign Language 1 (ASL 2 will be added for the 2015-16 school year), Retail Marketing, and Television/Media Production. Currently, the following ROP classes fulfill the "f" subject requirement for UC and CSU admission, Graphic Design, Printmaking and Photography I and Advanced Photography. Pasadena High School continues to work toward offering additional "a-g"-approved courses that concurrently include the ROP classes throughout the district. (SLOs 1-5)

B. Intervention

ENGLISH LANGUAGE DEVELOPMENT PROGRAM

The English Learners Program at Pasadena High School is committed to ensuring that English Learners (ELs) are provided the highest quality English Language Development (ELD) instruction so that students can reclassify or exit the program with the necessary English skills to enter and successfully complete college preparatory mainstream courses.

English Learners are enrolled in regular language arts classes, and those students in need of additional support are enrolled in English Language Development (ELD) classes. One bilingual assistant works inside each ELD class to provide academic support. At least 20 languages other than English are recognized as the home languages of the PHS English Language Learner students. For the 2013 – 2014

school year, 5.9% of our student population were designated ELL, and 41.9% were designated Fluent English Proficient students. In addition, during the 2013 – 2014 school-year PHS was able to reclassify 46 students.

	PHS Total Enrollment	PHS # English Learners	PHS % of Total	PUSD % of total	PHS # Fluent English Proficient Students	PHS % of Total	PUSD % of total	PHS # Students Re-designated FEP	PHS % of Total	PUSD % of total
Enrollment by English Language Proficiency										
2009-2010	2188	206	9.4	18.9	810	37.0	25.4	26	13.6	12.5
2010-2011	2070	172	8.3	20.6	812	39.2	27.0	26	12.6	15.3
2011-2012	2016	155	7.7	19.6	835	41.4	27.4	28	16.3	15.1
2012-2013	2028	127	6.3	19.6	828	40.8	27.2	32	20.6	13.5
2013-2014	1896	111	5.9	20.0	794	41.9	26.1	46	28.9	14.3

PHS EL Enrollment by Grade Level					
	9th grade	10th grade	11th grade	12th grade	Total
2009-2010	55	73	54	24	206
2010-2011	55	52	40	25	172
2011-2012	53	44	33	25	155
2012-2013	48	39	19	21	127
2013-2014	31	38	26	16	111

The EL Program at PHS offers the following courses:

1. ENGLISH LANGUAGE DEVELOPMENT COURSES[1]

    - ELD 2A/B (for CELDT Level 3)
    - ELD 3A/B (for CELDT Level 4)
    - ELD 4 (for CELDT Level 5)

2. LONG TERM ENGLISH LEARNER COURSES
    These courses are for Long Term English Learners or LTELS (English learners who have been enrolled in U.S. schools for 6 years or more but have not yet reclassified).

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[1] PHS does not offer ELD 1 because the district created The International Center (on the Blair High School campus), which focuses on newcomers. The International Center was created because declining enrollment made it difficult to sustain the Master Schedule due to low number of ELD 1 students. Any student who has been in the country for less than 18 months is encouraged to attend the International Center, this allows the district to allocate the proper resources to help these students.

Curriculum is based on Read 180 Stage C and English 3D Course II

- Academic Language Development A/B (for LTELs with CELDT levels 1-3)
- Advanced Reading and Writing A/B (for LTELs with CELDT Levels 4-5)

3. SDAIE COURSES
   These courses are for English Learners including LTELs with CELDT Levels 2-5 (except Newcomers) enrolled in core courses in English Language Arts, Math, Science, and Social Studies/History.
   Curriculum: Common Core and Next Generation Science Standards with adjustments using Specially Designed Academic Instruction in English (SDAIE) strategies to provide ELs access to core standards. These strategies are found in the District's Curriculum *Differentiation Toolkit*.

The focus in each ELD and LTEL course is to support each student in acquiring and developing skills in reading comprehension, writing, speaking, and listening in English through curriculum aligned with the most recent English Language Development Standards along with PUSD developed curriculum which focuses on the California Common Core Standards. The focus of SDAIE and Mainstream courses is to acquire not only content knowledge and skills but also to develop academic discourse and register. Once students reclassify into Fluent English Proficient (RFEP), the staff in the EL Program will continue to monitor progress for two more years in order to ensure success. Finally, any parent who wishes to decline the support offered may do so by requesting a waiver. The principal may approve or deny the request depending on what academic plan is best for the student.

Federal and state laws require a state test that school districts must give to students whose home language is not English. In California, this test is called the California English Language Development Test (CELDT). The purpose of this test is:

- To identify new students who are English learners, in kindergarten through grade twelve.

- To determine their level of English proficiency.

- To annually assess their progress in learning English.

All students in kindergarten through grade twelve, whose primary language listed on the Home Language Survey is not English, must take the test within 30 calendar days after they are enrolled in a California public school for the first time. The CELDT also must be given once each year to English learners until they become proficient in English.

Test results for newly enrolled students are used to help identify English learners who need to develop their speaking, listening, reading, and writing skills in English. Results from annual

CELDT testing are used to see how well students are learning English. The annual results are also used as one of four criteria to help decide when students may be reclassified as fluent English proficient (RFEP).

PHS CELDT Test Results										
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
Proficiency Level	# Tested	% of Students	# Tested	% of Students	# Tested	% of Students	# Tested	% of Students	# Tested	% of Students
Advanced	8	5.0	12	8.0	14	9.0	18	13.0	9	9.0
Early Advanced	83	47.0	62	41.0	68	44.0	71	50.0	40	38.0
Intermediate	65	37.0	62	41.0	53	35.0	41	29.0	46	44.0
Early Intermediate	18	10.0	14	9.0	11	7.0	10	7.0	5	5.0
Beginning	3	2.0	2	1.0	7	5.0	2	1.0	4	4.0
Total	177	101	152	101	153	100	142	100	104	100

ELL target rates for reclassification were 30%, exceeding the 20% target identified in the Single School Plan. More than 35% of students taking the California English Language Development Test (CELDT) grew by one or more level of proficiency. As the above chart indicates two year trends in CELDT performance levels shows stable patterns of growth. Through the development of PUSD's Master Plan, there is an increased focus to provide academic courses aligned with the identified needs of English Language Learners to support and maintain a high reclassification rate. The on-site EL Tutoring lab will continue to be accessible to all EL students for academic enrichment purposes. Family Data Chats are used as a formal meeting between parents and faculty to discuss the academic progress towards the reclassification process.

SPECIAL EDUCATION

The Special Education Department at Pasadena High School offers services to our students through two basic instructional programs: The Specialized Academic Instruction (SAI) model for students with mild to moderate disabilities and the Special Day Class program for students with moderate to severe disabilities. Under the leadership of the department chair, teachers have created a team to provide the best possible academic success of the students who receive special education services at Pasadena High School. All the students are required to follow and meet state standards. In addition, mild to moderate students are required to pass the California High School Exit Exam as well as participate in state testing. (SLOs 1-5)

Special Education Student Enrollment by Grade Level					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
RSP	79	73	58	62	76
SDC NSH	36	51	47	40	59
SDC SH	17	21	22	15	15
Speech	1	4	7	11	21
Total Enrollment	133	149	134	128	171

Special Education # of Students by Specific Eligibility					
	2010-2011	2011-2012	2012-2013	2013 - 2014	2014-2015
Autism (AUT)	11	11	10	14	21
Emotional Disturbance (ED)	7	9	15	18	17
Hard of Hearing (HH)	1	1	1	3	4
Mental Retardation/Intellectual Disability (MR/IO)	9	9	14	8	11
Multiple Disability (MD)	0	2	2	2	2
Orthopedic Impairment (OI)	0	3	3	5	5
Other Health Impairment (OH)	10	10	15	19	19
Specific Learning Disability (SLD)	91	90	98	93	99
Speech or Language Impairment (SLI)	3	2	8	16	28
Visual Impairment (VI)	0	1	1	1	2
Traumatic Brain Injury (TBI)	0	1	1	0	0
Deaf Blindness (DB)	0	1	0	0	0
Total	132	140	168	179	203

Specialized Academic Instruction (SAI) Program

SAI follows the core curriculum guidelines and is designed to help students with mild, moderate or severe disabilities, and exceptional learning needs succeed in the classroom setting.   SAI teachers provide consultation to parents and general staff members in areas such as prevention, intervention, and transition, as well as support for students having academic, behavioral, social/emotional and learning problems. Students in this program are working towards a high school diploma. Students receiving SAI services may be scheduled into special education classes up to a maximum of five periods daily.   All students, by age 16, are provided a plan to address activities and instruction to assist them in achieving post-secondary goals related to employment, training, education and independent living. The students' goals and activities to support their progress are reported on an Individual Transition Plan (ITP), developed in addition to the Individualized Education Program (IEP). Prior to graduating or completing the high school program, every student receiving special education or related services will have a Summary of Progress (SOP) developed which summarizes the students' academic achievement and functional performance with recommendations to assist or support the student in meeting his/her post secondary goals. (SLOs 1-5)

Special Day Class – Non-severely Handicapped (SDC-NSH)

SCD-NSH follows the core curriculum guidelines. The SDC-NSH teacher provides an educational program for students who require intensive, remedial instruction and/or mastery of basic skills. SDC-NSH students may be scheduled into special education classes up to a maximum of five periods daily. Students in this program are working towards a high school diploma. (SLO 5)

Special Day Class – Moderate-Severely Handicapped (SDC-NSH)

The Moderate to Severe population of students at PHS receive a functional life skills curriculum in a self-contained classroom period. They also have the opportunity to participate in mild-moderate classes (SDC-NSH) as well as general education electives (i.e. Art and Music). Students in this program work on their Individual Education Program (IEP) goals and objectives which are embedded within the classroom curriculum. They also receive Community-Based Instruction (CBI). Students in the SDC-SH program are on a Certificate of Completion track (non-diploma).

Designated Instruction and Services (DIS)

This category of service is designed to support a student in his/her primary classroom placement, whether in a general education or a special education classroom. The services include Adapted Physical Education (APE), Vision Services, Speech and Language Therapy, Occupational Therapy, Psychological Counseling, Physical Therapy, and Orientation and Mobility Services. (SLO 1)

Thesys Online Instruction

Thesys is an online provider that allows students to access the curriculum for credit recover classes anywhere they have internet access. As a general rule, Thesys classes are intended for students who have not passed one or more academic courses. Through the Thesys program, such students may reclaim credits toward graduation. In rare cases, PHS has students who have transferred from outside PUSD (out of state or out of the country) who need a particular class or classes that were not part of the prior school's graduation requirements. Thesys assists these students with completing the required courses so they remain on track for graduation. Students are recommended and assigned to Thesys by their counselors. Thesys is beneficial for many students who are self-starters, enjoy working with technology, and want to work at their own pace.

The PHS Thesys program is facilitated by credentialed teachers and runs after school Monday – Thursday in two of the school's computer labs. Students are also encouraged to continue working online at home. Students progress through online tutorials by taking assessments both on the computer and teacher scored tests. The students have a variety of assessments including multiple choice, journal writing, discussion boards, essays and small projects. Most of the work is online; however, some classes, like Geometry, require paper and pencil work and/or

assessments. In additional modifications are also made for students who are not able to do some of the work online or who do not have access to the Internet at home. These students submit their work on paper.

Different classes and different units within those classes have a varying amounts of quizzes, tests, journals, discussion boards, etc. If a student does not pass a quiz or test they could retest. However, unlike APEX (the previous program we used) there are not unlimited retests for quizzes. Because of that, students are spending more time on quizzes and tests, attempting to actually answer all questions correctly the first time around. Students can move forward if they do no pass a quiz and/or test. The culminating summative assessment for each course is an online final exam. Students are able to monitor their progress online by viewing their data report sheet.

The teachers are always available to students for subject matter questions or technical questions about the system. Teachers interact with each student daily, keeping track of the work done on that day. The Teachers also trouble shoots many of the technical problems that occur with the Thesys system.

Eighty-two students are currently enrolled in the PHS Thesys program in the following courses: English 1AB – 4AB, Algebra 1AB, Geometry AB, Algebra 2AB, Pre-Calculus A, World History AB, US History A, Spanish 1AB, Physics B, Photography and Health.

CAHSEE PREP CLASSES

CAHSEE Math and English courses are offered within the school day for eleventh and twelfth grade students who have not passed either or both parts of the California High School Exit Exam. The course offers extensive practice on questions in the testing format to reinforce learning; as such, students focus on test-taking strategies. Approximately 58 students are enrolled in the courses this semester.
(SLO 1)

COLLEGE PARTNERSHIPS

Pasadena High School is served by the TRIO Upward Bound programs (including the Regular, Math and Science and Talent Search programs) at California State University, Los Angeles (CSULA) and Pasadena City College (PCC) as well as UCLA's Early Academic Outreach Program (EAOP).

Upward Bound

The Upward Bound programs began when Congress established a series of programs to assist low-income, first generation college students enroll in postsecondary education, obtain a college degree and move on to participate more fully in America's economic and social life. The

programs are funded under Title IV of the Higher Education Act of 1965 and are known as the Federal TRIO Programs.

The Upward Bound programs are designed to generate the skills and motivation necessary for success in education beyond secondary school. The Upward Bound Math and Science programs are designed to prepare participants for postsecondary education programs that lead to careers in the fields of math and science.

CSULA Upward Bound Programs

PHS Student Enrollment in CSULA Upward Bound Programs				
	2011-2012	2012-2013	2013-2014	2014-2015
9th grade	17	12	10	5
10th grade	38	24	18	11
11th grade	38	38	28	18
12th grade	26	35	38	28
Total Enrollment	119	109	94	62

California State University, Los Angeles TRIO Upward Bound and Upward Bound Math/Science Programs					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
High School Graduation Rate	99%	100%	100%	100%	100%
College Enrollment Rate	94%	96%	98%	98%	98%
Average GPA(Regular)	2.78	3.02	3.16	3.09	3.23
Average GPA (Math/Science)	3.18	3.40	3.29	3.41	3.46

Cal State L.A. is home to two Upward Bound grants and two Math and Science Upward Bound grants.

Upward Bound Classic is a pre-college program funded by the U.S. Department of Education. It is designed to encourage scholars, from low-income families and/or whose parents did not graduate from a four-year college, to develop the skills and motivation necessary for success in college and beyond.

Math/Science Upward Bound is a pre-college program funded by the U.S. Department of Education. It is designed to encourage scholars, from low-income families and/or whose parents did not graduate from a four-year college and are designed to prepare participants for postsecondary education programs that lead to careers in the fields of math and science.

CSULA Upward Bound programs offer the following enrichment programs to their participating students:

- After School Study Hall: Participants attend study hall at their respective high school three days a week for one hour after school. During study hall the participants receive tutoring and academic advising. School supplies and snacks are provided.

- Saturday Academy: Participants attend 18 Saturday Academy sessions at Cal State L.A. where they receive supplemental instruction in English, math, science. School supplies and a meal are provided.

- Student Enrichment Activities: Participants visit 2-4 universities every year. In addition, the participants have the opportunity to attend student conferences and workshops where they receive information about financial aid, college admissions requirements, SAT/ACT preparation, leadership development, and multicultural awareness.

- Academic Advising: Participants work closely with an Academic Advisor who provides academic guidance throughout their high school years and beyond. The Academic Advisor is responsible for tracking participants' academic progress and ensuring that every participant is on a college track from the moment they are admitted into the program.

- Summer Program: Participants attend a rigorous six week academic summer program at CSULA. The program offers courses in English/Language Arts, math, science, and SAT preparation. Participants may earn high school credit if the courses are passed successfully. During the summer program, participants have access to science labs, computer centers, libraries and qualified teachers. The following is a list of services and items that are provided to participants during the summer program.

  o Breakfast and Lunch
  o Books and School Supplies
  o CSULA Identification Card
  o Public Transportation—Bus Pass
  o Academic Advising
  o Tutoring
  o 2 Week Residential Program

PCC Upward Bound Programs

PHS Student Enrollment in Pasadena City College Upward Bound Programs						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
9th grade	2	4	7	7	4	1
10th grade	12	5	7	7	8	4
11th grade	7	11	4	7	6	8
12th grade	11	7	11	4	7	6
Total enrollment	32	27	29	25	25	*19

*Current enrollment numbers, still recruiting for program.
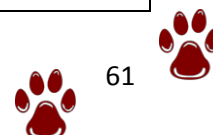
PCC is home to several of the TRIO programs: Upward Bound Classic, Math/Science Upward Bound and Talent Search.

Upward Bound Classic is a pre-college program funded by the U.S. Department of Education. It is designed to encourage scholars, from low-income families and/or whose parents did not graduate from a four-year college, to develop the skills and motivation necessary for success in college and beyond.

Math/Science Upward Bound is an academic enrichment program designed to prepare and empower high school students from underrepresented backgrounds (low income and future first generation college students) to:

- Successfully graduate from high school

- Increase their opportunities for admission into college

- Help them recognize and develop their potential to excel in the fields of math and science and to encourage them to pursue post-secondary degrees in math and science

Math/Science scholars are selected on the basis of recommendations by teachers, counselors, social service agencies, others acquainted with the scholars' goals and abilities, and through an interview conducted by the project staff.   Math/Science scholars usually begin the program during the 9th or 10th grade. Scholars continue to participate through high school graduation and acceptance into college. The goal of the program is for scholars to graduate from a post-secondary institution in the Science Technology Engineering and Math (STEM) area.

Talent Search is a TRIO program funded by the U.S. Department of Education. The goal of the program is to identify and assist students, who are low-income and first generation, in grades 8-12 with completing high school and attending the college/university of their choice. Students selected to participate in the program will benefit from a number of program services designed to support student achievement.

College Attendance #'s for PHS Students in the Pasadena City College Upward Bound Programs				
	Class of 2011	Class of 2012	Class of 2013	Class of 2014
Pasadena City College	1	3	2	4
UC Campuses	0	2	1	3
CSU Campuses	3	3	0	0
Private College	2	1	1	0
Total 12th grade students in program	7	11	4	7

The PCC Upward Bound programs offer various enrichment programs.Services are free and include tutoring/supplemental instruction/study skills, Saturday Enrichment Activities, College

Campus visits, Academic Advisement and Counseling, SAT/ACT preparation, Financial Aid, Career Awareness, Field trips and Cultural Events.

The 6 week summer program for the Upward Bound students allow them to earn 10 elective units towards high school graduation by taking three classes in English, Math and Science. The first three weeks of this program is commuter and takes place at PCC. The fourth and fifth weeks of the program are residential and are held at Cal Poly Pomona. During the 6th week, the participants go on a college tour to either northern California or south to San Diego.

The 6 week Summer Enrichment Program for the Math Science Upward Bound (MSUB) students gives them the opportunity to enroll in a variety of Science Technology Engineering and Mathematics (STEM) courses including Forensics, Environmental Science, Web Design/Graphic Design, Robotics, Pre-Engineering, Johns Hopkins Engineering Innovations, Oak Crest Institute of Science, and Math (Geometry-Calculus). The MSUB students also enroll in English, Financial Literacy, College Level Speech, Yearbook, and Latin. Upon successful completion of the summer program, MSUB participants receive 10 elective credits which are applied towards high school graduation. Students who enroll in the Speech or Johns Hopkins Engineering Innovations are able to earn college credit which can be applied to their higher education.

At the conclusion of the academic component, MSUB participants get the opportunity to participate in a week-long Scientific Field Studies (coordinated and facilitated by the Outward Bound Adventures program staff) and a week-long college/university tour. In the last two years students have worked with the National Park Services Rangers in Yosemite National Park and the California State Rangers in San Simeon State Park for their field studies and visited several universities in Northern California (San Francisco State, CSU Monterey Bay, Cal Poly San Luis Obispo, University of the Pacific, UC Merced, Chico State, Humboldt State, UC Davis, San Jose State to name a few).

Upon completion of the PCC MSUB program, students have the opportunity to apply for the Upward Bound Programs Scholarship program. If granted the scholarship, students can earn from $1,000-$5,000 for the first two years of their college education.

UCLA Early Academic Outreach Program (EAOP)

The Early Academic Outreach Program (EAOP) is an academic preparation program established in 1976 by the University of California to expand postsecondary education opportunities for California's educationally disadvantaged students. UCLA EAOP works with students to help them become competitively eligible applicants for college admission, going beyond minimum eligibility. EAOP works collaboratively with families, educators, schools, communities, and various campus departments to provide pre-college students with challenging academic
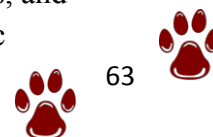
enrichment activities to promote and cultivate a college-going culture. EAOP is one of the state's most successful pre-collegiate student academic development programs. UCLA EAOP works with over 15,000 students in middle school and high school each year. This includes working with over 80 schools in 10 school districts. Since 1991, approximately 60% of EAOP seniors meet UC eligibility each year, 82% attend a postsecondary institution upon high school graduation and 62% attend a 4-year institution, with 25% attending a UC school. EAOP includes:

- High School Program
- Middle School Program
- UCLA Bruin Buddy Volunteer Program
- UCLA EAOP Parent Ambassador Program

EAOP Academic Enrichment Activities and Opportunities for Students include: Saturday Academies emphasizing math, critical reading, writing and analytical skills; PSAT, SAT Workshops; Career Workshops, Summer Residential Academic Boot Camps; Academic Advising/IAP Development; Mentoring; Tutorial Assistance and or Referral; Parent/Family Workshops; College Conferences, Concurrent Enrollment; Campus Visits; and Study Skills/Learning Tools Instruction.

Approximately 200 10th, 11th and 12th grade PHS students participate in the UCLA EAOP program each school-year.

Future Plans UCLA EAOP Students					
	CSU	**UC**	**PCC**	**Private**	**No College**
Class of 2013	29.0%	17.7%	16.2%	32.3%	4.8%
Class of 2014	16.3%	22.4%	38.8%	18.5%	4.0%

LEARNs

The Pasadena High School LEARNs program is an after school academic-based enrichment program that has served approximately 180 PHS students per year over the last three years. Students who join the PHS LEARNs program benefit from a wide range of assistance. The PHS LEARNs programs offers after school homework assistance to students who need extra help or have questions. Certificated PHS Math and Science teachers are present each day in the library to assist students with home work. These teachers also provide extra support to English Language Learners who need assistance. The PHS LEARNs program supports the school's athletes and cheer leaders by conducting study hall classes to ensure CIF eligibility.

In addition to academic support, the PHS LEARNs program offers college readiness programs which prepare students for college applications, scholarships, financial aid and writing personal

statements. During Spring Break, PHS LEARNs also transports students to California Universities for visits in order to empower and motivate students to apply for college. During the fall season, PHS LEARNs offers SAT prep courses for students who would like to receive extra SAT assistance. During the winter season, the PHS LEARNs program coordinates a major college fair on the PHS campus. The college fair consists of 30-40 college representatives who share information and knowledge about their colleges.

In addition to academic support, the PHS LEARNs program offers a diverse after school enrichment opportunities. Programs offered include:

- Drivers Education classes for PHS students who are 15 1/2 years of age. The course prepares and certifies students to apply for the Drivers Permit test.

- The LEARNs Orchesis Dance team is one of the most prestigious dance programs in the area and consists of 52 students who dance contemporary, hip-hop and Jazz styles.

- In the after school Cadets club, students practice marksmanship skills, flag guarding, training and marching.

- LEARNs gives students the opportunity to give back to the community by offering a community service program for students to gain community service hours. Students are paired with other Elementary LEARNs after school programs throughout the Pasadena District and have a chance to mentor, motivate and assist younger students in the program.

- CPR/First AID training and certification for students who come continuously for 10 weeks.

- After school sports like handball, frisbee, basketball, weight lifting, and conditioning allow students the opportunity to participate in athletics.

HATHAWAY-SYCAMORES CHILDREN AND FAMILY SERVICES

Hathaway-Sycamores, a non-profit mental health agency that provides services to students and their families on campus, has had a school based counseling center at Pasadena High School for fourteen years. The current treatment staff is made up of two Clinicians or Therapists and two Youth Specialists. The counseling center is a place where students and families can receive help with circumstances that may be interfering with a student's ability to be successful in school and daily functioning. The Clinicians focus on the emotional reason underlying behaviors and determine strategies that work with both the student and family to help overcome these behaviors. Youth Specialists can also provide case management services when needed. Usually,

a student's treatment team consists of both a Clinician and Youth Specialist who typically meet once a week.

The treatment staff meets with students individually and/or with their families to help students:
- Increase ability to follow directions at school and home
- Learn social skills to develop and maintain friendships
- Increase their ability to manage anger and resolve conflicts appropriately
- Teach skills to decrease sadness or anxiety
- Increase ability to cope with past trauma

Services also address issues related to:
- Behavioral problems at school and at home
- Divorced parents or separation from a parent
- Death of a loved one
- Sadness or excessive worry
- Physical, sexual, or emotional abuse
- Exposure to violence
- Removal from the home
- Family problems

Referrals can be made by: Parents, teachers, school principal, school nurses, school psychologists, social workers. The school based counseling center is funded by the Department of Mental Health for students with Medi-cal. Services are voluntary, so the family and student can decline to participate in services if they wish. Bilingual services are available

IMPACT STUDENT SUPPORT GROUPS

The voluntary IMPACT Student Support Program is open to all students and provides an opportunity for students to take a more positive approach to problems they may be having with relationships and teen issues. This program has been on the PHS campus for 25 years. In a peer support group model, some of the areas discussed may be family and peer relationship skills, self-esteem, conflict resolution, and support for staying clean and sober. The program has had a significant, positive influence on behaviors as well as being a safe place for teens to share their feelings, find support, and connect with appropriate referrals. With the written consent of parents and teachers, approximately 70 students participate in the weekly one-hour groups. Last year, approximately 60 students were referred from Pasadena High School to the district's Mandatory IMPACT Program, the district's substance-abuse intervention program. After completing the district program, students may choose to continue access to the support provided through the voluntary IMPACT program on the PHS campus. (SLO 5)

STUDENT ACHIEVEMENT LEADERSHIP (SAL)
STUDENT ACHIEVEMENT MENTORS (SAM)
SAFE SCHOOL AMBASSADORS (SSA)

The California Safe and Supportive Schools (S3) grant was at Pasadena High School from Fall of 2011 through the Spring of 2014. Two student driven programs have been developed and implemented to service the students' needs. Student Achievement Leadership (SAL) is the main passageway with Student Achievement Mentors (SAM) & Safe School Ambassadors (SSA) playing an intricate role. The SAM & SSA programs worked with students both in and out of school. Although the S3 grant has expired, many of the goals of the California Safe and Supportive Schools Program have filtered into the philosophy, practices, and protocols of the School's Associated Student Body (ASB).

The primary goal of Student Achievement Leadership (SAL) was to cultivate student leaders by promoting school activities designed to foster school spirit and student engagement outside of the classroom. Some of the activities included the following: "Pump-up Wednesday" lunchtime events, delivery of birthday cards to students and staff, campus beautification projects, free tail gate nacho social gatherings to promote student attendance at school sporting events, and school-wide "I-M-P-A-C-T" for those students and faculty who had shown "Integrity," "Motivation," "Passion" "Achievement," "Commitment," and "Tenacity."

Student Achievement Mentors (SAMs) had the pleasure of mentoring the entire freshman and sophomore classes during Advisory period. Mentors visited with their assigned students every Wednesday and led discussions that encompassed attendance, grades, and school participation. Mentors encouraged students to say NO to D's & F's. They also encouraged personal and social responsibility, career planning, academic achievement, and methods of adjusting to high school.

Safe School Ambassadors (SSAs) played an intricate role on campus with safety.   The purpose of SSA was to give student leaders from SAL the opportunity to provide peer outreach to students via classroom presentations.   Such presentations included topics on the following issues: campus safety, drug and tobacco use prevention,   SETH's Law – Anti-Bullying Measure, conflict resolution, and peer mediation.

EXTRACURRICULAR ACTIVITIES

Pasadena High School students are encouraged to participate in the school's academic and extracurricular activities, which are an integral part of the school's educational program. These school-wide activities promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. The extracurricular activities at Pasadena High School include many athletic programs as well as various clubs and organizations. (SLOs 4 and 5)

ATHLETIC PROGRAMS

Pasadena High School students participate in interscholastic sports as part of the Pacific League in the California Interscholastic Federation (CIF) Southern Section with equal opportunities for both male and female students. In the past few years, Pasadena teams and athletes have earned many accolades and were featured numerous times in various forms of media. Each year, PHS has numerous student athletes earn places on the All Area Team lists and many of our teams regularly make it to the CIF playoff rounds. In addition, the aquatics coach and PHS alumni Jennie Jacobsen-Huse is a member of the USA Water Polo Hall of Fame.

The members of Pasadena High School's 2013-14 Girls Varsity Swim Team were named CIF Southern Section Academic Champions by receiving the highest GPA by a team in their sport category from the CIF Southern Section. The team was recognized for this achievement by earning a cumulative GPA of 3.82. The team was honored in a Los Angeles Angels of Anaheim pre-game ceremony at Angel Stadium. In addition, the Girls Varsity Water Polo team was ranked in second place for the same academic award in their team sports category.

The Boys Basketball team is regarded as one of the best in Southern California and has been to the CIF Finals 11 times with 5 wins, with the last CIF Championship being in 2012. In addition, our Boys Basketball team has the distinction of being the Pacific League Champions 13 of the last 14 years.

The Boys Baseball team has been in the CIF playoffs the past 6 years and in the most recent 2014 season they won their first CIF game since 1988. This team also broke the school record with 20 wins and earned their first Pacific League MVP in the history of the school.

Over the past several years our student-athletes have attended the following colleges/universities and are participating in these sports with many of them receiving athletic scholarships:

- Men's Basketball
  California State University,
      Northridge
  University of New Mexico
  University of Texas at El Paso
- Men's Football
  University of Arizona
- Men's Rowing
  University of California,
      Santa Barbara
- Men's Swimming

  Wesleyan University
- Women's Track and Field
  University of California,
      Los Angeles
- Men's Water Polo
  Brown
  LA Valley College
  United States Naval Academy
  University of La Verne
  University of Oregon
- Women's Badminton

Pasadena City College
- Women's Soccer
  Jacksonville University
- Women's Softball
  Northern State University
- Women's Swimming
  Caltech
  Princeton
  Savannah College of Art and Design

Women's Volleyball
University of New Orleans
- Women's Water Polo
  Caltech
  CSU East Bay
  Pasadena City College
  San Jose State University
  University of Southern California

In addition many of our alumni have gone on to play professionally for teams in the NBA, Euro Basketball League, Israeli Basketball League, and the NFL.

PHS Current Athletic Participation Number of Students		
Sport	**# Boys**	**#Girls**
Baseball	40	0
Basketball	43	20
Cross Country	12	13
Football	79	0
Golf	8	0
Softball	0	30
Soccer	23	21
Swimming	35	32
Tennis	18	17
Track and Field	35	25
Volleyball	0	38
Water Polo	46	33

Fall Sports: Football, Boys Water Polo, Girls Tennis, Girls Volleyball, Girls and Boys Cross Country

Winter Sports: Boys and Girls Basketball, Boys and Girls Soccer, Girls Water Polo

Spring Sports: Boys Baseball, Girls Softball, Boys and Girls Track and Field, Boys and Girls Swimming, Boys Tennis, Boys and Girls Golf.

CLUBS & ORGANIZATIONS

Academic Decathlon	Girls Volleyball
Animal Rights Club	Girls Water Polo
Armenian Club	Graphics Comm. Academy (GCA)
A.S.B. Cabinet	Green Club
Asian-Pacific Islander Club (API)	Instrumental Music Club/Band (IMC)
Audio Visual Club	Interact/Rotary Club
Baseball & Softball Club	Italian Club*
Black Student Union (BSU)	Jewnited (Student Action Project)*
Boys Basketball Club	Karaoke Club
Boys Soccer Club	Kendama Club
Boys & Girls Swim Team	Latin American Student Assoc. (LASA)
Boys & Girls Track	Lions/Leo Club
Boys Water Polo	Math Club (Math Field Day Team)
Calif. Scholarship Federation (CSF)	Model Building Club
Cheer/Pep Squad	Moving Forward
Chess Club	National Honor Society (NHS)
Choir Club/Vocal	NJOROTC
Christian Club	Orchesis Dance Team
Chronicle	Otaku Club (Anime)*
Cinema Club	Pageantry Corps
Class Club of 2015	Photo & Travel Club
Class Club of 2016	Puente Club
Class Club of 2017	Recreation Club
Class Club of 2018	Robotics Team
Color Guard/Pageantry Club	Science Club
Cross Country	S.H.I.E.L.D. Club
Culinary Club	Social Justice Club
Cycling Club*	Spanish Club
Dance Club	Speech & Debate
Diversity Club*	Sports Medicine Club
Drama Club	Steps to College
FIDM Fashion Club	Upward Bound
Fishing Club	Visual Arts & Design Academy (VADA)
Football Club/Team	Waffle Club
Frisbee Club	Workability
Gay Straight Alliance (GSA)	Yearbook & Yearbook Ad Club
Girls Basketball	Young Life
Girls Soccer	*Inactive clubs

Examples of activities/clubs

- Academic Decathlon
  Pasadena High School made our first-ever entry into the United States Academic Decathlon competition in the 2009-2010 school year. The Academic Decathlon is a ten-event scholastic competition for teams of high school students. Each high school enters a team of nine students: 3 "A" or Honor students, 3 "B" or Scholastic students, and 3 "C" or Varsity students. At last year's competition our team earned 3rd place in the Super Quiz.

- Associated Student Body
  ASB Student government is a key element to ensuring life at PHS is both educational and fun. ASB allows students to express their views on issues of campus concern and raise the level of overall school spirit. The ASB handles the major budget concerns of student programs, oversees all clubs, coordinates campus events and participates in district wide student events. Students can be involved in Student Government in three different ways:

  - By being elected to an ASB Commissioner Office and serving on the Cabinet;
  - Serving as a class officer for their year;
  - Serving as a club president in the House of Representatives.

  The ASB Cabinet consists of nineteen elected positions. Students who serve on ASB are automatically enrolled in *Government Fundamentals*, a leadership class that meets daily. Each class has their own Advisory period/club where students can get involved in planning fundraisers, spirit activities, preparing for the Senior Prom and other school events. Classes are assigned based on interest in class spirit and by advisor approval. The House of Representatives meets each semester, as needed, with all of the clubs on campus. Students meet to discuss issues of campus concern and help coordinate fundraising activities for the entire campus. Each club selects their own representative on a yearly basis.

- California Scholarship Federation (CSF)
  The CSF organization was started in 1921 by Charles F. Seymour to recognize students living in the state of California who possess high standards in academics. Pasadena High School has had a CSF group on campus since the very beginning and is the holder of the CSF Charter #1.

- Green Club
  The Green Club has been on campus for six years. The advisory class with 35 members meets daily and also holds weekly lunch meetings for non-advisory members. The mission is campus beautification, environmental conservation and education. Their ongoing work includes recycling all cardboard, paper, plastic and cans on campus. Students collect these materials during the Advisory period by going around to the

individual classrooms. The money earned from recycling is put back into campus beautification. Resent projects completed include: the creation of a native plant garden on campus, and tree planting in the community. Future projects include the maintenance of existing gardens and plans for planting an additional native plants garden in the Center Quad planter and along the west side of the Library.

- Leo Club
  The Leo Club is a school based service club sponsored by Pasadena Host Lions Club, a local service club of Lions Clubs International. Our Leo Club has been chartered by Lions Club International since 2001 and has approximately 40 active members. Some of the projects/services that the students have participated in the past include: Salvation Army Saturday Morning Breakfasts for the Homeless & Needy at Memorial Park, helping decorate the Lions Club International Rose Parade Float, wrapping Christmas gifts for PUSD's Families in Transition program. Future goals and projects include: volunteering at the World Wide Special Olympics, assisting at the Lions Spring Pancake Breakfast, and children's book drive.

- National Honor Society
  The National Honor Society (NHS) was established in 1921 and is one of the organizations established to recognize outstanding high school students. NHS is more than just an honor roll - it is designed to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character. PHS has had an NHS chapter on campus for over 10 years.

- Robotics Club
  FIRST (For Inspiration and Recognition of Science and Technology) was founded in 1989 to inspire young people's interest and participation in science and technology. The First Robotics Competition combines the excitement of sport with the rigors of science and technology. Under strict rules, limited resources, and time limits, teams of students are challenged to raise funds, design a team "brand," hone teamwork skills, and build and program robots to perform prescribed tasks against a field of competitors. It's as close to "real-world engineering" as a student can get. PHS has had a Robotics team for 3 years.

- Science Fair
  This is the first year PHS has held a school-wide Science Fair. Student participation was minimal but hopes are that it will improve in future years. Independent judges will name 1st, 2nd and 3rd place winners and those students will move on to the Los Angeles County Science Fair.

ENROLLMENT

Pasadena High School is the largest of four high schools in the Pasadena Unified School District, which also includes seven middle schools, twenty elementary schools, two alternative high schools, and a growing number of charter schools. For residences who do not want their child to

attend a school within their local neighborhood school boundaries, parents may apply to the district school of their choice during an open enrollment period.

Pasadena High School is home to three unique Career Pathways which each attracts numbers of Open Enrollment applications from students living outside the PHS neighborhood boundaries.

Pasadena Unified School District serves a geographically diverse population of students collectively from the cities of Pasadena, Altadena, and Sierra Madre. Diversity is a valuable quality in any school system, and the classrooms of PUSD are perfect examples of how diversity enhances academic learning, while preparing students for success in a highly heterogeneous society.

The district has historically been in competition with an unusually high concentration of private schools, at a rate triple the state wide average. In an effort to compete with the high number of private schools in the area, PUSD created an open enrollment option that allows parents to select their school of choice. This open enrollment option is based on a lottery system.

Enrollment over the past five years has decreased from 2,213 in 2008-09 to 1,896 in 2013-14 a drop of -14.3% and slightly over the districts average of -11.4%. The enrollment of students in PUSD does not mirror the diverse economic and racial demographics of its city. With an estimated median household income in Pasadena of $ 65,423, 64.6% of PHSs and 68.8% of PUSDs students are on free or reduced meal plans.

The city of Pasadena's population by race from the 2010 Census data reported 55.83 % White, 14.29% Asian, 13.62% Some other race alone, 10.68% African American, 4.88% Two or more races, .60% American Indian and Alaska native alone, and .10% Native Hawaiian and other Pacific native alone. Populations of Hispanic or Latino origin are reported to be 33.67%, and persons not of Hispanic or Latino origin at 66.33%. The data in some groups significantly differs from the Pasadena High School's Student Enrollment by Ethnicity Report in 2013-14, which reflected 56.01% Hispanic, 20.46% White, 13.34% African American, 3.43% Asian, 3.43% Two or more races, 2.43% Filipino Not Hispanic, .26% American Indian or Alaska Native, and .05% Pacific Islander.

2010 Census – City of Pasadena Population by Ethnicity	
Hispanic	33.7%
African American	10.7%
White Alone	55.8%
Filipino	Not Reported
Asian	14.3%
Pacific Islander	0.1%
Two Races +	4.9%
Native American	0.6%
	120.13%
*Over 100% may reflect Hispanics, and those of Two or More Races, included in two or more racial groups.	
**2008-2012 Language other than English spoken at home 44.60%	

Pasadena High School Population by Ethnicity	
Hispanic	56.0%
African American	13.3%
White	20.5%
Filipino	2.4%
Asian	3.4%
Pacific Islander	0.1%
Two Races +	3.4%
Native American	0.3%
	99.4%
*Under 100% attributed to rounding of percentages.	
**2015 Language other than English spoken at home 47.30%	

A change in student enrollment by ethnicity between 2008-09 and 2013-14 reflects an overall decline of -14.3% in student enrollment which represents significant changes in some ethnic groups. Over this time period some ethnic groups showed a change in excess of the -14.3% decline in student enrollment. African American students enrollment declined by -33.25%, Filipino students enrollment declined by -14.81%, and students of Two Races or More declined by -53.90%. Although several ethnic groups reported a decline Asian students enrolled reflected a +58.54% increase in student enrollment.

Pasadena High School Enrollment by Ethnicity									
	2009-10	2010-11	1 Yr. Chg.	2011-12	2 Yr. Chg.	2012-13	3 Yr. Chg.	2013-14	4 Yr. Chg.
Hispanic	1,134	1,118	-1.41%	1,130	-0.35%	1,144	0.88%	1,062	-6.35%
African American	379	327	-13.72%	293	-22.69%	277	-26.91%	253	-33.25%
White	395	392	-0.76%	384	-2.78%	396	0.25%	388	-1.77%
Filipino	54	50	-7.41%	49	-9.26%	56	3.70%	46	-14.81%
Asian	41	49	19.51%	58	41.46%	66	60.98%	65	58.54%
Pacific Islander	5	2	-60.00%	4	-20.00%	2	-60.00%	1	-80.00%
Two Races +	141	128	-9.22%	87	-38.30%	71	-49.65%	65	-53.90%
Native American	1	2	100.00%	3	200.00%	4	300.00%	5	400.00%
No Response	38	2	-94.74%	8	-78.95%	12	-68.42%	11	-71.05%
Total Enrolled	2,188	2,070	-5.39%	2,016	-7.86%	2,028	-7.31%	1,896	-13.35%

Source: Dataquest, www.cde.ca.gov

City of Pasadena Population Census Data			
	Population	Changes by Decade in City Population	
2013 Census Estimate	139,731	0.93%	
2012 Census Estimate	138,443	0.96%	
2010	137,122	2.4%	
2000	133,936	1.8%	
1990	131,591	11.4%	
1980	118,072	4.5%	
1970	112,951	-3.0%	PUSD Court Ordered Busing
1960	116,407	Current PHS Campus Built in 1960	

Sources:
http://cityofpasadena.net/Planning/CommunityPlanning/Census/
http://quickfacts.census.gov/qfd/states/06/0 56000.html

Pasadena Census Demographics by Age Groups from 2000 to 2010						
	2010 Count	Percent	2000 Count	Percent	Population Change	Percentage Change
Persons 0 to 4 Years	8,274	6.03%	9,205	6.87%	-931.00	-10.11%
Person 5 to 17 Years	18,233	13.30%	21,765	16.25%	-3,532.00	-16.23%
Persons 18 to 64 Years	92,053	67.13%	86,764	64.78%	5,289.00	6.10%
Persons 65 Years and over	18,562	13.54%	16,204	12.10%	2,358.00	14.55%
Total City Population	137,122	100.00%	133,938	100.00%	N/A	N/A

Source:
http://censusviewer.com/city/CA/Pasadena

As predicted, a projection prepared by Davis Demographics and Planning reported in June 2006 and April 2014, PUSD has continued to experience a steady decline in enrollment, although the population of Pasadena's residence has increased. Over the past fifty years, Pasadena's population age group 18 and over has continued to grow with the largest growth of +14.55% in the age group 65 and over. Age groups 0-4 and 5-17 have declined by -10.11% and -16.23% respectively over the same time period. This shift in Pasadena's demographics has contributed to a decline in school age children affecting student enrollment in the Pasadena Unified School District.

ATTENDANCE/TRUANCY

Attendance

Pasadena High School adheres to a strict attendance policy in accordance with the PUSD "Child Welfare, Attendance & Safety Truancy Prevention Program" (CWAS - a partnership between the PUSD and the City of Pasadena District Attorney's Office.) Through this partnership, PHS is obligated to notify the parent/guardian when a student is truant; therefore, to ensure that students get to school safely every day and understand why attendance is important for success in school and on the job, PHS calls on families to play a key role. PUSD defines a truant student as "any pupil subject to compulsory education who is absent from school without a valid excuse for three of the same class periods on three separate days, or late or absent for more than any 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof."

The Truancy Prevention Program at PHS began during the 2013-2014 school year and follows the district's "Truancy Flow Chart" (see appendix). The program begins at the beginning of the school year with the distribution of the *PUSD Parent-Student Handbook*, which includes an overview of the "School Wide Positive Attendance Behavior Support" (PABS) plan and a sample of the Attendance Policy Letter. Parents receive up to three truancy letters before a Student Attendance Review Board (SARB) hearing must be held.

Up to three truancy letters are mailed to address the following issues. Truancy letter #1 identifies students with three truancies. Truancy letter #2 identifies students with four truancies and who have received letter #1; at this time a parent/guardian meeting is also required.   After truancy letter #2, a "Student Attendance Review Team" (SART) meeting is held in order to implement evidence-based interventions and utilize available resources for students who do not show up for school, have excessive absences, or show a pattern of beginning to have an attendance problem. At this stage, home visits are also scheduled by the Community Assistant and the onsite Deputy Probation Officer. The goal is to conduct home visits twice each week (Wednesday and/or Friday).

Truancy letter #3 identifies habitually truant students who have received letters 1 and 2. After letter 3, students are referred the SARB for a hearing. At this stage the documented interventions of students with chronic truancy rates of 10% or more and who have received letters 1, 2, and 3 are reviewed and a SARB referral is compiled and sent to the CWAS committee. The final stage of the PABS results in a "District Attorney Mediation Hearing" and possible filing of a criminal case.

PHS Truancy Prevention Program Statistics					
	Letter 1	Letter 2	Letter 3	SART Meetings Conducted	Meeting No Shows	Home Visits
2013-2014	1701	1516	1187	263	622	0*
2014-2015	1150	883	498	547	400	33

*No community assistant to conduct visits this year.

School Attendance Review Team (SART)

PHS has modified the way it implements SART since the last WASC visit as a result of the California State Department of Education's January 1, 2011, *EC* Section 48263.6 revision of the definition of *truancy*. The Student Attendance Review Team (SART) is composed of the following members: the Director of Child Welfare and Safety, who serves as the child and welfare attendance officer, parents, and members of the school staff. In accordance with the PABS, attendance is carefully monitored by the assistant principals and counselors to identity those students exhibiting excessive absences. The team meets to identify possible causes of truancy and attempts to restore students' daily attendance through the following forms of intervention:

- Phone calls and/or letters to parents/guardians
- Parent meetings with student, and school staff
- Attendance contract with the student, school, and parent
- SART meetings

All stages of intervention are documented. If SART intervention does not result in improvement, students are then referred to the PUSD SARB.

School Attendance Review Board (SARB)

The SARB process begins in response to the SART referral to the CWAS. In order to meet the needs of the student and their families, the legislation provides for a multi-agency SARB that includes the following agencies:

- School site/district representatives
- Children and Family Services
- Probation
- Law Enforcement
- Parents or Community Representatives
- Community-Based Organizations
- Child Welfare & Attendance Personnel

- School Guidance Personnel
- District Attorney's Office
- Health care personnel

Number of PHS Students SARBed				
2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1	9	8	9	0

Truancy Rate

PHS Truancy Rate				
2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
98.8%	96.5%	95.6%	8%	94.5%

Saturday School

The PHS Saturday School program is based on statutory laws and regulations. Generally, assignments to Saturday School are predicated on the following criteria:

- A student who has been labeled a truant per the compulsory attendance regulations may be assigned to Saturday School without parental permission (*Education Code* Section 48260). A compulsory education truant is a student who has been absent without a valid excuse in excess of three days or tardy in excess of thirty minutes each day for more than three days during the school year.
- A Student who has a recorded absence may attend Saturday School with parental permission, but the student cannot be required to attend Saturday School.
- A student with discipline problems can attend as a consequence of poor behavior; however, no apportionment would be earned unless the student has a previous day of absence.

The student's responsibilities include the following:

- Making up work that hasn't been completed
- Completing assigned homework
- Doing any work assigned by the Saturday School teacher

Saturday School Hours

8 a.m. – 12:00p.m. (which includes the statutory minimum of 240 minutes)

SUSPENSIONS AND EXPULSIONS

Pasadena High School has seen a decline in the number of student suspensions in the last few years. In 2011/12, PHS had 605 student suspensions from 210 different students. In 2012/13, PHS dropped the number of suspensions from 605 to 121, while the number of students who got suspended dropped from 210 to 83. The number of suspensions drastically dropped because the district did not allow school sites to suspend under educational code 48900 (k). All suspensions assigned must fall under a suspend-able educational code, where the severity of the incident and the frequency assist the administrator in determining the number of days to suspend. Last year, PHS saw a slight increase in suspensions (121 to 154) and the number of students suspended from 83 to 91.

Pasadena High School 2011-12 Suspension and Expulsion													
Ethnicity	Weapons Possession (In School)	Weapons Possession (Out of School)	Illicit Drug Related (In School)	Illicit Drug Related (Out of School)	Violent Incident, Physical Injury (In School)	Violent Incident, Physical Injury (Out of School)	Violent Incident, No Physical Injury (In School)	Violent Incident, No Physical Injury (Out of School)	Other Reason For Suspension (In School)	Other Reason For Suspension (Out of School)	Total Suspensions (In School)	Total Suspensions (Out of School)	Total Suspensions	Unduplicated Count of Students
Hispanic Or Latino Of Any Race	0	*	0	42	0	18	0	45	*	246	*	*	*	169
Asian, Not Hispanic	0	0	0	0	0	0	0	*	0	0	0	*	*	*
Pacific Islander, Not Hispanic	0	0	0	0	0	0	0	0	0	*	0	*	*	*
Filipino, Not Hispanic	0	0	0	0	0	0	0	*	0	*	0	*	*	*
African American, Not Hispanic	0	*	0	12	0	*	0	21	0	116	0	160	160	71
White, Not Hispanic	0	0	0	*	0	*	0	*	0	39	0	50	50	26
Two Or More Races, Not Hispanic	0	0	0	*	0	0	0	*	0	*	0	13	13	*
None Reported	0	0	0	0	0	0	0	*	0	11	0	*	*	*

Ethnicity	Weapons Possession (In School)	Weapons Possession (Out of School)	Illicit Drug Related (In School)	Illicit Drug Related (Out of School)	Violent Incident, Physical Injury (In School)	Violent Incident, Physical Injury (Out of School)	Violent Incident, No Physical Injury (In School)	Physical Injury (Out of School)	Other Reason For Suspension (In School)	Other Reason For Suspension (Out of School)	Total Suspensions (In School)	Total Suspensions (Out of School)	Total Suspensions	Unduplicated Count of Students
Hispanic Or Latino Of Any Race	0	*	0	64	0	11	0	42	0	111	0	*	*	118
Asian, Not Hispanic	0	*	0	*	0	0	0	0	0	0	0	*	*	*
Filipino, Not Hispanic	0	0	0	0	0	0	0	0	0	*	0	*	*	*
African American, Not Hispanic	0	0	0	13	0	*	0	15	0	45	0	*	*	45
White, Not Hispanic	0	0	0	*	0	0	0	*	0	17	0	24	24	18
Two Or More Races, Not Hispanic	0	0	0	*	0	0	0	*	0	*	0	*	*	*
None Reported	0	0	0	0	0	0	0	*	0	*	0	*	*	*

Table title: **Pasadena High School 2012-13 Suspension and Expulsion**

2011-12 Suspension and Expulsion Rates							
School/District	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
PHS	1936822	2,016	2,136	284	13.3	0	0
PUSD	1964881	19,805	21,301	1,776	8.3	4	0

2012-13 Suspension and Expulsion Rates							
School/District	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
PHS	1936822	2,028	2,223	194	8.7	1	0
PUSD	1964881	19,540	21,719	1,473	6.8	7	0

2011-12 Defiance Suspension and Expulsion Report							
Ethnicity	Defiance Suspensions (In School)	Defiance Suspensions (Out School)	Other Suspensions (In School)	Other Suspensions (Out School)	Total Suspensions	Defiance Expulsions	Other Expulsions	Total Expulsions
Hispanic Or Latino Of Any Race	*	237	0	122	*	0	0	0
Asian, Not Hispanic	0	0	0	*	*	0	0	0
Pacific Islander, Not Hispanic	0	*	0	0	*	0	0	0
Filipino, Not Hispanic	0	*	0	*	8	0	0	0
African American, Not Hispanic	0	113	0	47	160	0	0	0
White, Not Hispanic	0	36	0	14	50	0	0	0
Two Or More Races, Not Hispanic	0	*	0	*	13	0	0	0
None Reported	0	11	0	*	*	0	0	0
Pasadena High Totals	*	397	0	183	231	0	0	0

2012-13 Defiance Suspension and Expulsion Report							
Ethnicity	Defiance Suspensions (In School)	Defiance Suspensions (Out School)	Other Suspensions (In School)	Other Suspensions (Out School)	Total Suspensions	Defiance Expulsions	Other Expulsions	Total Expulsions
Hispanic or Latino of Any Race	0	104	0	126	230	0	*	*
Asian, Not Hispanic	0	0	0	*	*	0	0	0
Filipino, Not Hispanic	0	*	0	0	*	0	0	0
African American, Not Hispanic	0	35	0	48	83	0	0	0
White, Not Hispanic	0	17	0	*	*	0	0	0
Two Or More Races, Not Hispanic	0	*	0	*	9	0	0	0
None Reported	0	*	0	*	5	0	0	0
Pasadena High Totals	0	156	0	174	327	0	*	*

Source: Dataquest, www.cde.ca.gov

Suspensions and Expulsions								
	School				District			
	2010-11	2011-12	2012-13	2013-14	2010-11	2011-12	2012-13	2013-14
Suspensions	314	284	194	154	3094	1776	1473	1327
Suspension Rate	15.2%	13.3%	8.7%	7.1%	15.6%	8.3%	6.8%	6.4%
Expulsions	3	0	1	0	9	4	7	6
Expulsion Rate	0.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%	0.0%

Source: Dataquest, www.cde.ca.gov 11-12 and 12-13

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. Beginning with the 2012-2013 school year the data shows a reduction in the number of suspensions that occurred. This was due to revised suspension policies that were put in place by our district.   Expulsions occur only when required by law or when all other alternatives have been exhausted.

SCHOOL SAFETY

Four security staff (two part-time and two full time) work cooperatively to ensure proper conduct on campus; they are assigned specific supervision zones throughout the campus to provide consistent security and supervision.

School policies (which have recently been updated) are clearly defined and vigorously enforced in a fair manner. The discipline policies are printed in the High School Handbook that is distributed to all students at the beginning of the year. In addition, the handbook is also available online through the district's website. Policies are also reviewed at student and parent orientations, and are posted in classrooms. A credentialed employee is responsible for monitoring and evaluating students' attendance, truancy, and tardiness.

All visitors are greeted upon entering the campus by a security staff member stationed at the school's main entrance. At this entrance a security camera films every person who enters or exits the campus. The security staff member has the guests sign in and directs them to the Principal's Office to receive a visitor's pass. Approximately 40 surveillance cameras provide additional monitoring of hallways and external areas of the school. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among the four school security staff members, teachers, and school administration.

Pasadena High School currently has two full-time School Resource Officers from the Pasadena Police Department on campus to assist with campus supervision. The officers are assigned on a rotating basis amongst PUSD's high schools and middle schools. These officers assist with serious offenses, help with mediation between students and are another source of community outreach.

The School Site Safety Plan is updated annually by the Leadership Team, and is fully compliant with state guidelines. The plan was most recently updated and reviewed with school staff in October 2014. Key elements of the Safety Plan focus on ADA compliant for all facilities. To help achieve this goal, elevators were added to the second floor. The school is fully compliant with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The school's safety committee usually meets twice each semester and is comprised of 10 school staff members. Fire, earthquake, and disaster drills are conducted on a regularly basis throughout the school year. During these drills all school administrators and school staff have assigned responsibilities. These responsibilities are detailed in the School's Disaster Emergency Handbook (revised September 2014). In addition, during the 2013-2014 school-year 5 staff members completed CERT Training administered by the Los Angeles County Sheriffs Department and the Pasadena Fire Department. CERT Training classes are taught by trained emergency personnel, including firefighters and Emergency Medical Services (EMS) personnel. Through this training, those in attendance learn about hazards that may impact their area as well as basic disaster response skills, such as fire safety, light search and rescue, team organization, and disaster medical operations. During this current 2014-2015 school-year 20 staff members and 5 students completed a refresher/mini CERT Training.

SOCIOECONOMIC STATUS

During the 2013 - 2014 school year 65.6% of the school population at Pasadena High School qualified for free or reduced lunches. Over the last five years our student participation percentage has increased from 61.9% during the 2009 – 2010 school year to 65.6% for the 2013 – 2014 school year.

In addition to paper applications, beginning in the spring of 2014 Pasadena Unified School District began to accept the Free and Reduced Price Meal Applications online at www.applyforlunch.com.

Free and Reduced Price Meals					
	2009-2010	**2010-2011**	**2011-2012**	**2012-2013**	**2013-2014**
African American	379 (17.3%)	327 (15.8%)	293 (14.5%)	277 (13.7%)	253 (13.3%)
American Indian or Alaska Native	1 (0.0%)	2 (0.1%)	3 (0.1%)	4 (0.2%)	5 (0.3%)
Asian	41 (1.9%)	49 (2.4%)	58 (2.9%)	66 (3.3%)	65 (3.4%)
Filipino	54 (2.5%)	50 (2.4%)	49 (2.4%)	56 (2.8%)	46 (2.4%)
Hispanic or Latino	1,134 (51.8%)	1,118 (54.0%)	1,130 (56.1%)	1,144 (56.4%)	1,062 (56.0%)
Pacific Islander	5 (0.2%)	2 (0.1%)	4 (0.2%)	2 (0.1%)	1 (0.1%)
White not Hispanic	395 (18.1%)	392 (18.9%)	384 (19.0%)	396 (19.5%)	388 (20.5%)
Two or more races	141 (6.4%)	128 (6.2%)	87 (4.3%)	71 (3.5%)	65 (3.4%)
No ethnicity reported	38 (1.7%)	2 (0.1%)	8 (0.4%)	12 (0.6%)	11 (0.6%)
Total Free & Reduced Price Meals	1,315 (61.9%)	1,242 (61.5%)	1,250 (63.8%)	1,279 (63.1%)	1,243 (65.6%)
Enrollment used for meals	2,125	2,021	1,958	2028	1896

For students who qualify for the Free and Reduced Price Meal Program, in addition to the meal benefits qualifying students can also benefit from fee waivers for SAT and ACT tests, college applications and Advanced Placement exams.

AP Fee Reductions			
	Total Number of Exams	Total Number of Fee Reductions Granted	% of Fee Reductions
2010-2011	583	152	26.0%
2011-2012	609	293	48.1%
2012-2013	618	325	52.6%
2013-2014	757	436	57.6%

In May 2014 PHS students took 757 AP exams. The fee for each AP exam was $89 or $5 with an approved fee reduction. AP Fee reductions were granted for 436 (57.6%) of those exams. The AP Fee Reduction Program enables many of our students to take an AP exam(s) who otherwise would be unable to do so without the reduction in the cost of the exams. Since 2011 the percentage of fee reductions used for AP exams has increased every year from 26.0% in 2011 to 57.6% in 2014, for a total increase of 187% over the 4 year period. In following the district's goal of increasing access to AP courses and exams PHS has shown an increase of 77% in the number of students taking AP exams. The goal to provide access to all students has resulted in the numbers of students taking AP exams as well as the increase in the number of AP fee waivers.

Parent Education Levels								
	2011-2012		2012-2013		2013-2014		2014-2015	
	# of Parents	% of Parents	# of Parents	% of Parents	# of Parents	% of Parents	# of Parents	% of Parents
Grad School/Post Grad Training	166	8.6%	202	10.4%	222	12.3%	262	13.9%
College Graduate	291	15.1%	333	17.3%	309	17.2%	333	17.5%
Some College	351	18.3%	390	20.2%	378	21.0%	409	21.5%
High School Graduate	347	18.1%	396	19.2%	334	18.6%	376	19.8%
Not a High School Graduate	221	11.5%	272	14.2%	310	17.2%	330	17.5%
Declined to State	546	28.4%	361	18.7%	247	13.7%	183	10.0%

Pasadena students come from a wide range of economically diverse families. According to the figures from the most recent U.S. Census Bureau's Quick Facts 12.9% of the residents of the City of Pasadena have an income which is below the poverty line.

Based on information from the 2013-2014 school-year (from information provided on the student's Registration Information form) it was reported that 17.2% of our parents do not have a high school diploma and 29.5% of parents have at least a Bachelor's degree. The U.S Census Bureau's Quick Facts on the City of Pasadena shows that 84.5% of the adults age 25+ are high school graduates and 48.0% of the adults 25+ in Pasadena have a bachelor's degree or higher. When you compare the residents of the City of Pasadena to Pasadena High School parents, the high school diploma numbers are somewhat equal with there being only a 1.7% difference. The gap is much wider when you look at those with a bachelor's degree or higher. Forty-eight percent of the city residents compared to 29.5% of Pasadena High School parents have a bachelor's degree or higher.

Read more: http://www.city-data.com/city/Pasadena-California.html#ixzz37KfKOxcT

Read more: http://www.city-data.com/city/Pasadena-California.html#ixzz37KfKOxcT

SCHOOL FACILITIES

The Pasadena High School campus, originally constructed in 1960, is 56 acres in size and currently comprised of 118 classrooms and the following:

- *Gladiss Edwards* Auditorium
- *Abel Franco* Theatre
- Administration Building
- Library
- 8 Classroom Buildings
- 9 Computer Labs
- 9 Science Classrooms
- 2 Art Studios and 1 Darkroom
- Student Cafeteria/Canteen/Kitchen
- *Thomas Hamilton* Boy's Gymnasium (full sized with locker rooms)
- North Gymnasium (including dance room and locker rooms)
- 7 Lane Swimming Pool; Diving Pool
- Athletic Field Complex
- Tennis Courts
- Handball Courts
- Baseball, Softball & Soccer Fields

For the 2013-2014 school year Pasadena High School was found to maintain a "Good" state of repair in the following categories: systems (gas leaks, mech/HVAC, sewer); exterior spaces including grounds, windows, doors, gates and fences; safety/hazardous materials; pest/vermin infestation; restrooms; drinking fountains; structural/roofs; school grounds; and overall cleanliness. Interior spaces/surfaces (walls, floors and ceilings) rated only Fair.

School Facility Conditions Date of Last Inspection: 03/25/2014 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			Women's Staff Restroom: ventilation fan not working. Work order submitted
Interior		x		Classrooms: A 104, B 106, E 201, E 203, E 205, E 104, E 209, H 203, H 212, I 211, I 205, Back Room in Classrooms: G 205, G 203, G 201, H 202, H 210, G 202, P 103, Back Closet in Classroom P 106 and West Entrance: Missing and/or stained ceiling tile. Classroom H 211: Plaster on north wall and wall in front of room has peeling paint. Classroom H 207: West wall has plaster is peeling. Classroom B 108: Small hole in south wall with Data wires hanging out. Classroom C 105: Damaged ceiling tile. Classroom C 106: Water damage on the west and east walls. Missing ceiling tile. Classroom E 102: Wall around outside window is damaged. Classroom E 103: Stained ceiling tile. Classroom E 107: East wall paint is peeling. Classroom E 212: Small hole in wall next to east door, Stained ceiling tiles. Classroom E 208: Plaster is coming off west wall. Classroom G 210: Small hole in east wall. Classroom G 202: South wall has minor damage. Classroom I ll207: Cracked floor tile. South Entrance: Small holes in walls, Missing baseboards, Missing floor tile. East Entrance: Small hole in northwest wall. Work orders submitted.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestations)	x			

Electrical	x			Classroom B 108: small hole in south wall with Data wires hanging out. Classroom I 202: Electrical outlets along northwest wall are cracked. Work orders submitted
Restrooms/Fountains	x			E Bldg. Girls Restroom: toilet paper dispenser badly damaged. F-Bldg Little Theatre Restroom: Toilet seat broken. Boy's Locker Room Restroom: middle partition has been pulled out of place. Work orders submitted.
Safety (Fire Safety, Hazardous Materials)	x			
Structural (Structural Damage, Roofs)	x			Outside Entry Auditorium: Handrail pulling from wall. Work order submitted.
External (Grounds, Windows, Doors, Gates, Fences)	x			Classroom G 212, Classroom G 209, Classroom H 212: Bottom plate is missing from door. A-Bldg West Entry Door: hinge on door is broken. C-Bldg North Entrance Door: Broken Window. Classroom E 210: Outer window frame is damaged. Work orders submitted.

A scheduled maintenance program is administered by 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 system 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.

Pasadena High 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. Both our students and staff continue to work on the goal of keeping the campus clean and litter free. An Assistant Principal works daily with the custodial staff to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

For the past 6-7 years, Pasadena High School has had a camera system strategically placed in high volume traffic areas or areas of concern throughout the campus. Camera access is limited to administration only and is used as a means of helping to identify potential harmful situations or a review of a past situation. The cost of maintenance and repair of the security cameras has continued to be a major challenge. In addition, Wi-Fi access was added to the entire campus during the 2013-2014 school year.

Bond Measure TT was passed in November 2010. As a result, these projects are in the process:

- Restroom renovation project Non DSA, includes renovations to 12 restrooms including new finished and fixtures throughout; approximate project value $500,000; anticipated start of construction Spring 2015; 3 to 5 month duration.
- CTE Criminal Justice Courtroom Classroom project includes renovation of one classroom to simulate a courtroom experience; approximate project value $100,000; anticipated start of construction Spring 2015; 60 day duration.
- Main Modernization Project: (a) Gymnasium Modernization project, includes complete renovation of athletic facilities building, gymnasiums, locker rooms, team rooms, offices etc., mechanical, electrical, plumbing systems, all new finishes, fixtures, athletic equipment, landscape and landscape at building entrance. (b) DSA restroom renovation project for balance of restrooms including new finishes and fixtures throughout. (c) Campus Identity project with landscape, hardscape, new front main entrance structure, windows at administration building, new auditorium entry stairs, minor cosmetic upgrades at auditorium, paint, acoustical treatment etc.; approximate project value $14,000,000; anticipated start of construction summer/fall 2015; 30 month duration with multiple construction phases.
- Additional CTE projects: Graphic Arts and Computer. Scope still being developed.
- Kitchen upgrades: scope still being developed with the Food Services Department.

STAFF

PHS Certificated and Classified Staff						
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-2015
Administrators	5	5	4	4	4	4
Counselors	5	5	4	4	5	5
Teachers (Fm SARC Rpt.)	89	68	70	81	73	73
Specialized Academic Instruction (SAI) Program Teacher	3	2	2	6	6	6
English Language Dev. (ELD) Teacher	2	2	2	1	1	1
Special Day Class (SDC) Teachers	4	4	4	2	2	2
Librarian	1	1	1	1	1	1
Nurse	1	1	1	1	1	1
Health Aide	1	1	1	1	1	1
Psychologist	1	2	1	1	1	2
Resource Specialist (non-teaching)	2	0	0	0	0	0
Speech/Language/Hearing Specialist(s)	1	1	1	1	1	2
Paraprofessional Part-Time	13	13	2	2	2	0
Paraprofessional Full Time	5	5	23	19	19	26
Bilingual Aide	2	2	0	1	1	1
Office Clerical Full Time	12	12	12	9	12	12
Office Clerical Part Time	0	0	1	2	1	1
Other Classified Full Time	15	15	10	8	0	10
Other Classified Part Time	2	2	1	1	1	1
ROP Technician/Staff	1	1	1	1	1	1
ROP Counselor	1	1	1	1	1	1

Pasadena High School's administrative team has been led by Mr. Gilbert Barraza since September 2010, with the support of three assistant principals. After the 2011-2012 school year the administrative team was reduced from four assistant principal positions to our current level of three positions. The assistant principal team is relative new to their positions. This is the 2nd year for Mr. David Ibarra and Mr. Mathew Kodama and this is Mr. Andrew King's 1st year as an assistant principal. Their responsibilities include:

Mr. David Ibarra

- Lead Pathways
- WASC Lead Coordinator
- Implementation Common Core 21st Century Curriculum and Instruction
- Coordinator Assessments
- Discipline 9th – 12th grades M – Z
- Technology Coordinator
- Campus Supervision

Mr. Andrew King

- Attendance
- Safety/Security
- Custodians/Facilities/Permits
- ASB/Student Activities
- Textbook/Library
- Athletic Programs
- Discipline 9th – 12th grades A – L
- Campus Supervision

Mr. Mathew Kodama

- Master Schedule
- College – Career Counseling
- AP Program
- Credit Recovery Programs
- SPED
- Discipline SPED A – Z
- Records/Registration
- Campus Supervision

The students at PHS receive instruction from a dedicated, highly educated faculty consisting of a blend of new and experienced teachers. For the 2014-2015 school year, Pasadena High School employs 81 classroom teachers, five counselors, a nurse, an athletic director, a librarian, two

school psychologists, one speech therapist, a variety of instructional aides, a registrar, secretary, college and career technician and clerks to support the students and staff. There are currently 13 staff members on campus who are Pasadena High School alumni.

Certificated Staff

Teacher Credential Status					
	Pasadena High School				
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Fully Credentialed	68	68	77	73	73
Without Full Credentials	0	0	2	0	0
Working Outside Subject	0	2	2	0	0

PHS Certificated Staff by Ethnicity Report									
	Hispanic	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	No Response	Total
2009-2010	23	0	1	0	1	14	48	0	0	87
2010-2011	27	0	1	1	2	16	49	0	0	96
2011-2012	27	0	1	1	2	14	50	1	0	96
2012-2013	28	0	3	1	2	14	47	2	1	98
2013-2014	27	0	4	0	2	12	50	0	0	95
2014-2015	29	0	4	0	2	14	51	0	0	100

Credentialed Staff Education Level and Service Report					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Doctorate	4	3	3	6	6
Master's Degree +30	56	55	57	52	54
Master's Degree	1	2	3	5	7
Bachelor's Degree +30	25	27	26	23	24
Bachelor's Degree	9	8	9	4	9
Less than Bachelor's	0	0	0	0	0
None Reported	1	1	0	0	0
Total Staff	96	96	98	95	100
Avg. Years of Ed. Service	14	14	13	15	14
Avg. Years in the District	12	12	12	13	12

One hundred percent of the teaching staff is in compliance with their credential authorizations and are designated as highly qualified under No Child Left Behind (NCLB). Many of the certificated staff also possess advanced degrees. Approximately 67% of the staff has a Master's Degree or higher, including 6 staff members who have Doctoral Degrees. Pasadena High School supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their professional growth. During the 2013-2014 school year, one of our teachers, Ms. Rose Evans, was acknowledged as a Rotary Teacher of the year.

The faculty and staff at PHS are always preparing themselves for the diverse student population on campus, and assisting them in ensuring that our students work up to their academic potential. Administration and faculty are working to have more collaboration time in departments, and for teachers to observe each other and share effective teaching practices. Teachers at Pasadena High School are divided amongst eight departments, each with its own chair. A large department like math has co-chairs to ensure efficiency and effectiveness. Department chairs have a job description and meet at least twice a month with their respective departments. Young teachers are encouraged to become involved in activities and leadership responsibilities on campus. Those opportunities include being a club advisor, athletic coaching opportunities and various school committees.

Highly Qualified Teachers

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.

Counseling Team

The counseling team is comprised of five counselors who provide services to students and their families with course programming and social, emotional, academic, and behavior support. Since the 2008-2009 Western Association of School Credentialing (WASC) visit, the counseling caseload assignments have changed from division by grade level to alphabetical by student last name. This change provides a long term relationship between counselor, student, and their parents. This creates an opportunity for continuity in counseling services provided to students throughout their four years, as well as to families with two or more students attending Pasadena High School.

Each counselor leads and coordinates programs and projects in order to advise and communicate important resources to students. There is a designated counselor for each of the three Career Pathways: Creative Arts Media and Design (CAMAD), Law and Public Service (LPS), and Application (APP). Counselors provide college and career advising, academic support services, and interventions.

The college and career advising services provided include:
- College advisement
- Letters of recommendation
- Information on available scholarships
- College Outreach
- PSAT Parent/Student Night
- A-G College 101 Night
- After school college application and financial aid workshops
- Parent and student workshops/training on Naviance (a college and career counseling tool)
- Pasadena City College Upward Bound and TRIO (a federally funded college opportunity program), and California State University Los Angeles Upward Bound.
- Pasadena City College Enrollment Assistance including application workshops, pre-assessment workshops, assessment tests.

The academic support services include:
- Academic advisement
- Puente Program
- Career Pathways
- Respective grade level parent meetings
- Graduation status meetings with students

- CAHSEE meetings
- Schedule adjustments
- Quarter report cards
- Parent and teacher meetings
- Student and teacher meetings
- Academic support for English Language Learners

Counseling services provided for intervention, consist of:
- Student Support Team (SST) meetings
- Twilight Program
- THESYS
- Alternative education referrals
- Mental health referrals
- Referrals to Hathaway Sycamores (mental health support on campus)
- The implementation of the Response to Intervention (RTI) model

In addition to the services listed above, the counseling department recognizes upper division students at the end of year Junior/Senior Awards Ceremony.

Classified Staff

Many of the classified staff have been at Pasadena High School for many years. In fact, 4 of the staff are PHS Alumni. The classified staff works with the rest of the school staff to ensure that the school runs smoothly. In addition, many of the staff participate in student extracurricular activities such as scorekeeping and timekeeping at sporting events; attending dances, Prom, Grad Nite; assisting with college financial aid workshops held on campus. Over the past several years there have been yearly reductions in classified staff. A few years ago, all the 11 month positions were reduced to 10 months. This resulted in problems with the operational aspects of the opening and closing of the school-year.

PROFESSIONAL DEVELOPMENT

The bulk of professional development for this current school year was derived from state, district, and local initiatives such as the Common Core, the Master Plan for English Learners, and from our WASC accreditation Self Study. Even though the majority of our professional development was devoted to our WASC Self-Study, staff continues to engage in professional development to support the rollout of district initiatives and state/federal mandates as well as to address the local school instructional needs and the learning needs of our students.

Content of Staff Professional Development

Professional Development workshops and/or trainings are offered throughout the year to both certificated and classified staff members. Staff can take advantage of the trainings offered on "A" Monday's, off campus workshops and/or webinars. In addition, the district sponsors Staff

Professional Development days annually, to both certificated and classified staff. Teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies and methodologies. During the district professional development days, the classified staff is offered training in job related skills (Aeries, computer skills) and/or customer service related topics.

Professional Development Workshops					
Workshops	Group	2011-2012	2012-2013	2013-2014	2014-2015
English 100 Training	Faculty	X	X	x	
APEX Training	APEX Faculty, Counselor, AP	X	X	x	
Puente Conference and/or Summer Institute and/or Portfolio Training	Puente Teacher/Counselor	X	X	x	
Teaching American History	Faculty	X	X		
Connect Ed Fall Leadership		X	X	x	
Pathways Summer Professional Development	Pathway Teachers	X	X	x	x
Kagan Training	Faculty				x
RAISE Training	Faculty				x
PUSD EL Master Plan	LDRT, Administrators				x
CSUN History Seminar for Educators	Faculty	X	X	x	
Educating for Careers Conference	Faculty		X	x	
AP Teacher Summer Workshops	AP Faculty		X	x	x
Fitness Gram Training	PE Faculty		X	x	
Scholastic English 3D	English Faculty			X	
ERWC	Faculty			X	
CRC – Curriculum Revision	Faculty			X	
Arts Integration in Curriculum	Faculty			X	x
Bullying Training	All staff			X	x
Link Learning	Pathway Faculty		x	X	
Accelerated Reader Training	English Faculty			X	
Armenian Genocide Awareness Training	Faculty			X	
Common Core Workshops	Faculty			x	X
GATE Training	Gate Coordinator				X
Google Technology Training	All staff				X
Collaborative Planning	Faculty				X
Retaliation Training	All staff			X	x
Commission on Teachers Credentialing	Faculty		x		

"Ensuring Teacher Quality"					
What Administrators should know about Special Ed Programs and Legal Compliance	Administrators	x			
Work-Based Learning Continuum	Administrators		X		
Agenda for IEP Meeting Trainings	Administrators	x			
Linked Learning Leadership: Transforming Schools (Diploma Matters)	Administrators		x		
Fiscal Management of Categorical Programs (CASBO)	Administrators			x	
Linked Learning: Pathways to College and Career Success	Pathway Faculty, Administrators	X			
California Safe and Supportive Schools	Selected Faculty, Administrators		x		
Ensuring All Students Achieve Pathway Outcomes	Pathway Faculty			X	
Sustaining and Scaling Focus on Student Outcomes	Faculty		x		
Differentiation Toolkits ELD and Special Education	Core Faculty				X
Theysis Training	Theysis faculty, counselor, AP				X
Website Training	Webmaster, Faculty	X	X	X	X
Shmoop	AP Faculty, AP Coordinator			X	X
Naviance	Faculty, Staff, Students, Parents			x	X
AP Coordinator Workshops	AP Coordinator, Registrar		X	X	x
AP Training (general info), AP Stem, AP Potential (Webinar)	AP Coordinator, Faculty, Registrar		X	x	x
CAHSEE, EAP,STAR (CST) , SBAC Training for Test Coordinators and Staff	Test Coordinator; Registrar	X	X	x	
Cash for College Financial Aid training	Counselors, Registrar	X	X		
CSU/UC Counselor Conference	Counselors	X	X	x	x
Open Enrollment Training	Registrar	x	X	x	x
Cal Grant/Dream Act Financial Aid Training	Counselors, Registrar	X	X	x	x

School Messenger Training	Registrar		X	x	
CERT	Safety Committee, Emergency Response Team			x	x
WASC Training: Part 1 and Part 2	WASC Leadership Team			X	
UC Articulation a-g Conference	AP, Counselor, Registrar				X
APEX/NCAA Training (Webinar)	Counselors, Registrar			X	
Naviance and Senior Portfolio Defense	Counselors, Librarians				X
Assessment Principles and Practices for CTE and ROP teachers	Faculty				X
Physical Fitness Test and Standards Based Grading	PE Faculty				X
Arts Planning and Visioning	VAPA Faculty				x
How to engage and maintain the class in the target language	World Language Faculty				X
CA Student Aid Commission Financial Aid Workshop	Counselors, Registrar			X	
Getting Google-l: Introduction and Advanced	Classified Office Staff				X
The Merit System	Classified Office Staff				X
Universal Precautions	Security, Health Office staff				X
Promoting Yourself and Staying Motivated during the "Do more with Less" Era!	Classified Staff				X
Engagement Practices	Classified Staff				X
Here Comes Aeries. Net "I can Fly" (classified staff)	Classified Staff				X
Aeries Conference (Various Aeries Workshops)	Classified Staff; Counselors, AP's			X	X

Staff members build teaching skills and concepts through participation in conferences throughout the year. Professional Development workshops and/or trainings are offered to both certificated and classified staff members. Trainings are offered on "A" Mondays, during the district Professional Development Days, and/or at off campus workshops. For the past three years, the district has sponsored two staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies and methodologies. During the 2014-2015 school year, staff development topics at Pasadena High School were primarily focused on Special Education, English Language Learners, and transitioning to Common Core.

Chapter II: Progress Report

CHAPTER II:

PROGRESS REPORT

Summarize progress on each section of the action plan that incorporated all critical areas of follow-up from the last full self-study.

Since the 2009 Focus on Learning Self-Study, Pasadena High School (PHS) has made significant changes to the curriculum and instructional protocol. Student achievement has remained steady since the 2009 visit and the 2012 WASC Midterm Review visit. In 2009 the API was 728. In 2011 it increased to 758. While the API may have decreased since then, it has remained steady in the mid-700s: in 2012 the API was 748; in 2013 it was 744; in 2014 it was 750. The CAHSEE pass rate has remained steady. And the number of students enrolling in Advanced Placement courses has significantly increased. However, two subgroups, English Language Learners and Students with Individualized Education Plans (IEPs) did not perform as well as the general education population.

In response to the area of need offered in the *WASC Midterm Review Visiting Committee Report,* PHS has acknowledged   the need to provide access to the core curriculum for English Language Learners and Special Education Students. To do so, stakeholders have received extensive professional development in this area in order to provide the appropriate support for these subgroups.

Since the follow-up visit, PHS has transitioned to Common Core. This transition has resulted in a change of data analysis and reporting in that California State Standards (CST) data is no longer available for comparison between current and previous academic performance. The district is in the process of developing other data points. In the mean time PHS has began piloting/vetting the district's common assessments while preparing for the upcoming Smarter Balance Assessments f the new Common Core.

The *2009 Focus on Learning Self-Study* and the *2012 WASC Three-Year Term Revisit Progress Report* [1] both emphasized improvement in four focus areas:

1. Writing Across the Curriculum
2. Multiple Pathways
3. Focus on Math: Algebra 1 and Geometry
4. Special Education and English Language Learners

Chapter II summarizes summary of the progress in each focus area in the following School Wide Action Plan:

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[1] Number 4: improvement in the area of Special Education and English Language learners was added in the *2012 WASC Three-Year Term Revisit Progress Report*

SCHOOL WIDE ACTION PLAN

Progress on Critical Area #1: Writing Across the Curriculum

PHS defines "Writing Across the Curriculum" as "the explicit teaching of writing in each A-G academic class on campus" but also may include writing that occurs between disciplines in the form of "projects" that involve the explicit teaching of writing in between one or more academic classes. However, a definition has not been agreed upon. The implementation of "Writing Across the Curriculum" at PHS has been minimal. The change in principal and high turnover rate of assistant principals since the last WASC visit and an emphasis on meeting the needs of ELD and Special Ed students and the development of multiple Pathways has resulted in a reprioritizing of WASC initiatives.

The few attempts that have been made at implementing writing across the curriculum program have been slow in development and/or implementation. Some PHS teachers participated in the development of the district's Common Core Curriculum through the creation of units designed to increase writing instruction across the curriculum. Many teachers made a serious attempt to implement these units; however, due to lack of time, resources, and professional development, a decision was made by the district to discontinue their use.

In January of 2015, the PHS WASC executive team conducted a survey (the "WASC: Writing Across the Curriculum Survey"; see appendix) to gather objective data to supplement anecdotal evidence. The findings suggest a lack of interest in professional development in this area.

The Goals and Rationale from the 2008-2009 WASC report and the follow up report of 2012:

Goal: Improve student achievement in their writing through a systemic writing across the curriculum plan. This plan address [sic] the continuing implementation of the state content standards and the achievement of the ESLRs with an emphasis on instructional strategies, analysis of data, and expands [sic] the needed support systems to ensure that all students succeed. Improving the writing skills of all ELLs will be a primary focus.

Rationale: The Pasadena High School Self-Study and Single School Plan for student achievement have identified the need to improve students' writing skills. Research indicates an increase in writing skills will significantly increase student academic achievement.

Objective 1 from '08/'09 WASC School Wide Action Plan

- Staff will refine and evaluate the curricula [sic] instructional programs and support services to further students' achievement of the ESLRs and the state content standards.

<u>Summary of progress on Objective 1</u> **from '08/'09 School Wide Action Plan**

PHS has refined and evaluated the curricular instructional programs and support services for writing across the curriculum in the following ways:

- Appointment of a department chairman in the fall of 2013: There has been a high turnover and/or reluctance to take the position of ELA Department Chairman.
- Appointment of a new Assistant Principal of Curriculum: High assistant principal turnover since the last WASC visit has resulted in Writing Across the Curriculum not being implemented to the full extent of the action plan of the '08/'09 WASC Report.
- Elimination the Composition Elective Class: Since the last WASC visit, PHS reevaluated the role of the Composition Elective class and decided to eliminate it from the master schedule in order to create a shared responsibility for writing instruction among all staff members.
- Elimination of "My Access" writing program. In 2009-2010, PHS piloted the "My Access" writing program. However, after much experimentation and evaluation, the program proved to be formulaic, overly reliant on the school's computer labs, and ineffective in helping students write, and even less effective in writing across the curriculum. As a result, PHS cancelled its license after the first year.
- *Step-Up-To-Writing* (*SUTW*): Since the last WASC visit, PHS has continued to utilize the *SUTW* curriculum in a number of ELA classes. *SUTW* allows teachers to use a universal writing language by incorporating similar strategies that each teacher doesn't have to teach every year because the students use the strategies with all their classrooms. This program provides students with multiple reading, writing, and vocabulary strategies, and is a key component to establishing a universal writing language on campus and the explicit *teaching* of writing (especially among non-ELA teachers).
- The Expository Reading and Writing Course (ERWC): ERWC is used explicitly in 12th grade ELA classes at PHS. In order to foster students' ability to access and analyze expository material, the California State University (CSU) system designed the ERWC as a supplement to California high school English departments' curricula. A majority of PHS ELA teachers have been trained in this program. While the curriculum is intended for the 12th grade, units have also been designed for 9th and 10th grade ELA classes, and teachers may use these units and strategies in their class instruction. Adopting the ERWC curriculum for 11th grade is being considered.
- PUSD Curriculum Review Workshops (CRW): In the summer of 2012, 11 teachers (from the ELA, Social Science, Math, and Science departments) were invited by the PUSD Professional Development Department to participate in the PUSD Curriculum Revision Workshop (CRW), a series of workshops, conducted over a two year period, involving

teachers from each of the district's high schools to begin transitioning to Common Core Standards by the fall of 2014. The PUSD Curriculum Review Workshops provided the first context for a Writing Across the Curriculum Plan at PHS. Little had been done from 2009 to 2012 to facilitate writing across the curriculum at PHS. The CRW team from PHS consists of the following: 4 ELA teachers, 2 Social Science teachers, 3 Math teachers, and 2 Science teachers.

- Benchmark assessments in writing: No consistent benchmark assessments have been administered. 1^{0th} grade ELA piloted on Common Core "Performance Task" in December 2014 that asked students to read an article and write an "on demand" argumentative essay-response*.*
- Writing portfolios: Various programs on campus utilize a portfolio assessment of student writing. However, the implementation has been limited to programs such as the Puente Program, and CAMAD. LPS plans to implement a portfolio program over the next year. Unfortunately, the implementation of portfolio assessment has been inconsistent. The Puente program offers Puente teachers training in writing instruction and portfolio assessment. The Puente teacher on campus attended a portfolio scoring workshop to score student portfolios in October 2014. All AP teachers also receive training in writing instruction.
- Instructional Strategies: In the 2013/2014 school year and in the fall of 2014, teachers received SDAIE training for ELL students in content area classes from district Professional Development on "A Mondays." Fifteen teachers also received Kagan training in "the implementation of cooperative group learning" on January 30th 2015.
- Support Programs: The ELD Department, Upward Bound, and LEARNs offer after school tutoring for students who need help with their writing assignments. Upward Bound also offers a summer program and a "Saturday Scholars" program that assists students with writing.
- College prep English class (English 100) in collaboration with Pasadena City College provides students enrolled in English 100 with a pipeline to General Ed courses at Pasadena City College.
- Academic Assist Classes to help Special Ed. Students with their writing (if/when writing is assigned).
- Use of technology: Teachers have access to a variety of instructional technology on campus. The following instructional tools have become accessible to teachers to use for the teaching of writing: Doc Cams, LCD Projectors, Chromebooks, Email, and School Webpage.
- Rubrics: There is no common rubric in use.
- Pacing Charts: There are no explicit departmental pacing charts. Departments have access to "unit outlines" that teachers use to create pacing guides.
- Reporting Process: There is no formal method for disseminating information on the teaching of writing. Departments do not meet regularly.

Objective 2 from '08/'09 WASC School Wide Action Plan
- Staff will evaluate the effectiveness of the writing program in terms of the following: Curriculum, instructional strategies, assessment of student work.

Summary of progress on Objective 2 from '08/'09 School Wide Action Plan

PHS did not meet this objective. Departmental time has not been used effectively since the last WASC visit. No "writing program" has been implemented. No significant improvement has been made in the following areas:

- Curriculum: *Step-Up-To-Writing* continues to be utilized in some classes in the ELA and Social Science departments, but there has been no explicit use of this program in other departments. Departments have no data to show the implementation of this program in all classes.
- Instructional Strategies: There are no set instructional strategies utilized to teach writing. Teachers who teach writing do so using individualized methods.
- Assessment of student work: There is no common rubric to assess student writing. Teacher may or may not use rubrics to assess student writing. Any rubrics utilized are specific to the teacher.
- Evidence of assessment of student writing:
  - Some teachers assign writing. There is little evidence of the "teaching of writing."
  - The Puente Program administers baseline writing assessment yearly. This has been consistent since the last WASC visit. Assessment results, however, have not been shared or analyzed outside of the Puente Program.
  - Some teachers assign journaling or quickwrites as part of their writing instruction.
  - Some teachers have students practice sentence writing daily. Such instruction focuses on grammar.

Objective 3 from '08/'09 WASC School Wide Action Plan

- Staff will review and evaluate the current system of support available to all students.

Summary of progress on Objective 3 from '08/'09 School Wide Action Plan

PHS did not meet this objective.   A protocol for analyzing department writing prompts has not been established. Nor has a school-wide calendar been developed. The current system does not meet the needs of all students including General Ed students, ELL students, and Special Ed Students. PHS offers the following support to students who need assistance with writing:
- Support Programs: The ELD Department, Upward Bound, and LEARNs offer after school tutoring for students who need help with their writing assignments. Upward Bound also offers a summer program and a "Saturday Scholars" program that assists students with writing.
- Academic Assist Classes to help Special Education Students with their writing (if/when writing is assigned).

Objective 4 from '08/'09 WASC School Wide Action Plan

- Staff will evaluate and monitor the progress of ELL students and provide interventions and support systems as needed.

Summary of progress on Objective 4 from '08/'09 School Wide Action Plan

PHS, through the guidance of the Language Development Resource Teacher (LDRT), has monitored the progress of ELL students effectively since the last WASC visit (see Appendix). Progress includes the following :

Objective 5 from '08/'09 WASC School Wide Action Plan

- Staff will implement and evaluate the effectiveness of professional development activities based upon student outcome data and teacher feedback.

Summary of progress on Objective 5 from '08/'09 School Wide Action Plan

PHS cannot meet the demands of Critical Area #1 until time has been set aside to develop an effective Professional Development Protocol.

In order to meet the demands of Critical area #1, stakeholders must set aside time for departmental meetings. Once time has been provided, teachers can begin to plan a Writing Across the Curriculum program. Judging by the results of the Writing Across the Curriculum Survey (see Appendix), the ELA department may consider taking a lead role in this area.

In department meetings, stakeholders must address the following issues:
- A meeting schedule that utilizes both "A" and "B" Common Meeting Time (CMT).
- The use of the Smarter Balance Common Core Standards Rubrics to drive instruction in ELA and Social Science
- Establishment of ongoing "vertical alignment" from 9th grade through 12th grade in the ELA Department. (The ELA teachers need to establish a Common Core "scope and sequence").

Action Plan: Critical Area #1
- Stakeholders must come up with a clear definition of "Writing Across the Curriculum."
- Writing must be both taught and assessed in all departments as it suits the needs of the department.
- Teachers must have professional development on writing across the curriculum as well as the strategies as they apply to each curricular/departmental area.
- The ELA Department Chair and the Common Core Lead Teacher must meet to begin to establish a meeting protocol.

- Time and resources must be provided to the ELA department to allow them to meet to vertically align the curriculum in accordance with Common Core.
- There is a need for all stakeholders to receive training in the assigning, teaching, and evaluating of student writing across the curriculum.

Progress on Critical Area #2: College and Career Pathways

At the time of the 2008-09 WASC visit, Pasadena High School was in the process of developing its first of three College and Career Pathways. Prior to Pasadena Unified School District's College and Career Pathways initiative, PHS had two California Partnership Academies (CPAs), Graphic Communications Academy (GCA) and the Visual Arts and Design Academy (VADA). These two academies having enjoyed purely unique and separate identities were undergoing reorganization with plans to merge and add a 9th grade team, creating Pasadena High School's first College and Career Pathway.

Career and College Pathways known for being smaller and more personalized learning communities, offer opportunities to further develop teacher, student, parent, and counselor team relationships. This unique dynamic is believed to be a fundamental benefit and support to student academic success. Data collected from 2010 to 2013, indicated that in many cases both GCA and VADA student pass rates for 10th grade CAHSEE Math and ELA, and 11th grade EAP College Ready English and Math scores exceeded those of PUSD and PHS non-academy average percentages.

PATHWAYs – CAHSEE ELA Census (10TH Grade)				
	PUSD(# of Students Passed) Pass Rate	PHS (# of Students Passed) Pass Rate	GCA (# of Students Passed) Pass Rate	VADA (# of Students Passed) Pass Rate
2010	(1083) 78%	(466) 86%	(28) 90%	(37) 97%
2011	(1098) 82%	(500) 89%	(44) 90%	(51) 94%
2012	(1052) 82%	(441) 91%	(43) 98%	(51) 93%
2013	(960) 80%	(414) 86%	(48) 96%	(29) 85%

PATHWAYs – CAHSEE Math Census (10TH Grade)				
	PUSD (#of Students Passed)Pass Rate	PHS (#of Students Passed)Pass Rate	GCA (#of Students Passed)Pass Rate	VADA(#of Students Passed)Pass Rate
2010	(1083) 78%	(442) 82%	(28) 85%	(33) 87%
2011	(1084) 82%	(482) 87%	(47) 96%	(47) 89%
2012	(1040) 82%	(440) 90%	(44) 100%	(48) 89%
2013	(936) 77%	(396) 82%	(44) 100%	(48) 89%

EAP College Ready English (Grade 11)				
	PUSD # and % of Students College Ready	PHS # and % of Students College Ready	GCA # and % of Students College Ready	VADA # and % of Students College Ready
2010	(173) 17%	(81) 18%	(3) 11%	(9) 21%
2011	(180) 18%	(87) 20%	(4) 15%	(9) 28%
2012	(328) 31%	(150) 33%	(13) 35%	(18) 41%
2013	(321) 28%	(133) 30%	(17) 45%	(22) 46%

EAP College Ready Math (Grade 11)				
	PUSD # and % of Students College Ready	PHS # and % of Students College Ready	GCA # and % of Students College Ready	VADA # and % of Students College Ready
2010	(249) 51%	(112) 61%	(6) 55%	(7) 58%
2011	(247) 50%	(117) 59%	(5) 45%	(6) 60%
2012	(299) 52%	(157) 60%	(15) 63%	(16) 50%
2013	(285) 44%	(128) 53%	(6) 27%	(16) 59%

Although GCA and VADA remain CPAs under a pathway umbrella, merging the two academies was challenged by a history of smaller student cohorts and separate teacher teams. During the initial transition as a number of staffing changes and reassignments occurred, the arts focus remained the common denominator the pathway was built upon. Student groups each with their own individual identities also encountered growing pains. As senior classes graduated and new CAMAD 9th grade cohorts were added, the Creative Arts Media and Design (CAMAD) pathway evolved. In 2011CAMAD was Connect Ed certified, and became the model for adding additional College and Career pathways to Pasadena High School.

Since the last WASC visit PHS has continued to make significant progress on Action-Plan Goal #2 through a long-range plan of adding two new College and Career Pathways and increasing the numbers of students enrolled in each.

PHS has successfully worked towards the goal of engaging more students in career focused and work based learning programs by increasing the numbers of pathways offered. The process of selecting the career focus for future pathways began with an interest and suggestion survey of staff and faculty. The PUSD College and Career department also supported this process by providing staff with a series of presentations and workshops on trending career fields, employment information on local businesses in the Pasadena area, and national career fields growing in demand.

In the fall of 2012 PHS added Law and Public Service (LPS), and Computer Apps (APPs) Pathways. Since the addition of the two new pathways, PHS has nearly tripled the number of students collectively participating in career pathways. With a long standing and strong Navy National Defense Cadet Corps (NNDCC) program on campus for over forty years, LPS was a natural fit for PHS. The Apps Pathway has been very fortunate receiving outside financial support provided by the Pasadena Education Foundation. The numbers of students enrolled in pathway programs has grown from approximately 200 and one pathway in 2011-2012, to 594 students enrolled in three pathway programs in the fall of 2014. This number is still expected to grow as both LPS and Apps are only in the third year of a four year development plan.

CAMAD Enrollment by Grade Level					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
9th Grade	NA	102	71	48	79
10th Grade	104	101	85	91	64
11th Grade	59	83	85	58	82
12th Grade	65	51	77	82	56
Total Enrollment	228	337	318	279	281

Law and Public Service Enrollment by Grade Level					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
9th Grade	NA	NA	37	24	73
10th Grade	NA	NA	NA	31	22
11th Grade	NA	NA	NA	NA	29
12th Grade	NA	NA	NA	NA	NA
Total Enrollment	NA	NA	37	55	124

APPs Academy Enrollment by Grade Level					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
9th Grade	NA	NA	35	97	73
10th Grade	NA	NA	NA	20	87
11th Grade	NA	NA	NA	NA	20
12th Grade	NA	NA	NA	NA	NA
Total Enrollment	NA	NA	35	117	180

The progress made in growing Pasadena High School's career pathways can be attributed to a strong recruiting campaign. Pathway staff and student representatives visit PUSD middle schools, holding a series of informational events for parents and students. These presentations help support incoming 9th grade students transition to high school, while assisting them in the selection of a Career Pathway that compliments students' individual interests. It is important that student enrollment in each Pathway reflects the overall demographics of Pasadena High School in the belief that diversity strengthens campus culture.

Pasadena High School Population by Ethnicity	
Hispanic	56.0%
African American	13.3%
White	20.5%
Asian	3.4%
Filipino	2.4%
Pacific Islander	0.1%
Two Races +	3.4%
Native American	0.3%
	99.4%
*Under 100% attributed to rounding of percentages.	

PHS Pathway Population by Ethnicity							
Ethnicity	APP		CAMAD		LPS		PHS Pathways
# and % Hispanic	103	55%	182	63%	81	65%	61%
# and % Afr. Amer.	19	10%	30	10%	22	18%	12%
# and % White	42	23%	59	20%	16	13%	19%
# and % Asian	19	10%	20	7%	4	3%	7%
# and % Other	1	0.1%	3	0.0%	1	0.1%	.1%
Total # Students	184		294		124		

The small learning community structure in all three Pathways is an important scaffold in providing personalized support for incoming ninth graders. Personalization and community building are founding principles of a small learning community and greatly contribute to the objective of making students feel safe and welcomed. Each Pathway at PHS has their own methods of developing community and team building between grade levels, but all make an extra effort to reach out to ninth grade students. This has also been accomplished through the development of 1st period 9th grade pathway advisory classes.

Students enrolled in any one of PHS's three College and Career Pathways share a core group of teachers. Pathway teachers receive district supported professional development training one week each summer and attend California Partnership Academy (CPA) conferences held each spring. This past summer the conference was held at Pasadena City College and focused around integrating common core curriculum with career focused senior defense projects, workplace preparedness skills, job shadowing, and student internships. Teacher team training and

collaboration continues throughout the year. Pathway teams and district coaches meet weekly during a common conference period for implementation of integrated projects, student success assessments, curriculum development, and student learning outcomes.

Most Pathways courses are UC A-G approved with the exception of a few Career and Technical Education courses currently in the process of being submitted for 2015-16 school year approval. PHS pathways also offer pure honors classes in selected subjects. It is this area of course offerings that pose challenges and restraints to the master schedule. When the demand for an AP course within a pathway is great enough, a pure class is offered where all the benefits of integrated curriculum and projects exist. If there are not enough pathway students to fill a pure AP course, students still have the opportunity to enroll in non-pathway AP classes.

The career focus of all three of Pasadena High School's College and Career Pathways are considerably different. The arts, public service, and computer science have provided diverse offerings and speak to a wide range of student interests.

Creative Arts Media and Design (CAMAD)

The first of PHS's three Pathways is CAMAD the (Creative Arts Media and Design) Pathway which includes GCA (Graphic Communications Academy) and VADA (Visual Arts and Design Academy), both of which were established more than twenty years ago. Both GCA and VADA are certified California Partnership Academies (CPA) and receive annual CPA grant funding from the California Department of Education. A requirement of CPA grants is that 50% of the students enrolled in the academics are considered "at-risk" based on socio-economic status, poor history of academics, and low standardized test scores.

Over the course of two years beginning the fall of 2010, a ninth grade instructional team of four teachers was added to the CAMAD Pathway. The CAMAD team consists of instructors who teach the following courses; English, Biology, Chemistry, Algebra, Geometry, and Computer Applications.

Work based learning and community service are important components of CAMAD's Pathway program and requires each student complete two hundred service hours which includes senior project presentations and opportunities for participation in internships. In 2011 PHS had two winners in the Burbank Arts Tower Banner Contest. Since 2011, PHS CAMAD students have won 1st place every year including this year's 2015 winner Harrison Cooper, proudly representing the Pasadena Unified School District in the Bob Hope Burbank Arts Banner contest.

2011 1st Place: Hannah Baldwin
11th grade
Teacher: Brooke Kent

2011 2nd Place: Cheyenne Frykholm
12th grade
Teacher: Alex Schultz

Parents and professional partners are extremely important members of the pathway community and pathway Advisory Boards. CAMAD's professional partners include Pasadena City College, Art Center College of Design, Pasadena's Armory Center for the Arts, Latino Heritage Association, The Lightbringer Project, Side Street Projects, Mid-Valley Arts League, and international ad agency Saatchi and Saatchi located in Torrance, California.

Law and Public Service (LPS)

The Law and Public Service (LPS) Pathway was established in the fall of 2012 and is in the third of a four-year college preparatory program designed for students with interest in legal, government or protective service careers. The LPS curriculum was shaped with substantial input from secondary and post-secondary educators as wells as professionals in the law, law enforcement and advocacy fields. LPS CTE courses provide students with an understanding of the structure of the U.S. legal system, and concepts, principles, and procedures specific to the judicial system, law enforcement, and other legal professions.

LPS is currently in the third year of a four year program designed to provide its students with an understanding of the U.S. legal systems judicial, legislative, and executive branches. Students also study the history of law in the United States and role of attorneys, judges, law enforcement, and other legal professions. Courses of study include projects that explore legal issues and landmark cases related to Family Law, Individual Rights and Liberties, Consumer and Housing Laws, and Civil and Tort Laws. Project based learning is enriched through real world case studies intended to personalize student outcomes.

Using career choice research and landmark case studies related to slander and/or libel law, students create projects utilizing personal research, writing, public speaking, and presentation skills. Courses include the Fundamentals of Law I and II and Criminology and Forensic Science. Through real life situations on diverse issues and topics, lessons are designed to support critical thinking and analysis skills, while developing Law and Public Service Academy students.

The App Academy at Pasadena High School (Apps)

The App Academy at Pasadena High School is an innovative four year program where students learn computer science through mobile, web, and game development. The App team has worked to create a project based curriculum for our mathematics courses, and have revamped the existing lab assignments in the science courses to integrate industry-grade data analysis and modeling software, such as MatLab.

The program began in August 2012 with 35 students. The App Academy has a four year course progression in which each computer science class builds upon one another; the App pathway only accepts incoming freshmen into the program. Over the past three years this pathway has grown adding a new grade level each year and is currently serving grades 9-11 and 184 students. In the upcoming 2015-2016 school year the Apps pathway will meet its final expansion goal of adding the 12th grade class.

Computer science courses in the Apps pathway are completely project-based, and are developed and supported by the Pasadena Educational Foundation. We have also worked extensively with our math and science teachers to create a series of projects for our mathematics course curriculum, and to integrate MatLab data gathering and analysis into existing science labs. Our math project progression aligns completely with Common Core State Standards, and our science courses have not changed, other than integrating MatLab into the existing labs used in these courses.

1. Web Application Development 1/H
2. Web Application Development 2/H (UCOP G-Elective Approved Course
3. Computer Science Java/H (UCOP G-Elective Approved Course
4. Integrated Math 1/H
5. Geometry/H
6. Algebra 2/H
7. Biology/H
8. Chemistry/H
9. Physics

The App Academy provides laptops to all App students to use both in class and at home during the academic year. In addition to the computer science courses, students are exposed to

numerous computer programming opportunities through field trips, in-class guest speakers, assemblies, and Hackathons (24-48 hour programming competitions to create an original product from scratch). In March 2014, a group of four App Academy freshmen won a category in the inaugural Hack for Pasadena competition, hosted by the City of Pasadena. Prize awards included $1,750 and a meeting with a Santa Monica venture capitalist firm to pitch their product.

CST: English/Language Arts Percent Proficient or Above						
Year	Grade 9		Grade 10		Grade 11	
	PHS	Pathways	PHS	Pathways	PHS	Pathways
2010-2011	53%	68%	50%	56%	53%	69%
2011-2012	57%	54%	51%	63%	50%	51%
2012-2013	60%	66%	50%	40%	49%	54%
2013-2014	N/A*		N/A*		N/A*	

CST Mathematics Percentage Proficient or Advanced								
Year	Algebra I		Geometry		Algebra II		Advanced Math	
	PHS	Pathways	PHS	Pathways	PHS	Pathways	PHS	Pathways
2010-2011	20%	46%	21%	30%	32%	24%	41%	24%
2011-2012	4%	28%	24%	35%	47%	25%	56%	36%
2012-2013	5%	7%	16%	19%	37%	15%	59%	43%
2013-2014	N/A*		N/A*		N/A*		N/A*	

CST Science Percentage		
Year	PHS	Pathways
2010-2011	42%	56%
2011-2012	46%	37%
2012-2013	47%	52%
2013-2014	N/A*	

Since Pasadena High School has completed the goal of establishing three College and Career Pathways on its campus, students scoring proficient or above for California Standardized Tests from 2011 to 2013 has exceeded the percentages of students testing proficient or above over non-pathway students.

So we the PHS learning community are very proud of the success, accomplishments, and accolades these three Pathways have brought to Pasadena High School. Both LPS and Apps pathways have grown each year since their inception drawing students from all over the Pasadena Unified School District through open enrollment.

Action Plans:
Goals for all three Career Pathways:
- Continue to grow student enrollment through recruitment and sustainability
- Improve students assessment and benchmark scores
- Professional growth for new team members

- o Sending new team members to the annual California Pathways Conferences
- Increase the numbers of students participating in 11th and 12th grade internships
- Develop protocol for senior defense projects (Graduating Class of 2019)

Progress on Critical Area #3: Focus on Math: Algebra 1 and Geometry

Since the last WASC visit, the Math Department has made the shift from California State Standards to Common Core. This change has resulted in moving from a standard math sequence to an integrated math sequence which includes the following: Integrated Math 1, Integrated Math 2, and Integrated Math 3. This is the last year Geometry will be offered because this course will become "Math 2" next year.

The Goals and Rationale from the 2008-2009 WASC report and the follow up report of 2012:

Goal: Improve student achievement in mathematics (Algebra I and Geometry). The plan addresses the continuing implementation of the state standards and ESLRs with an emphasis on instructional strategies, analysis of data and the development of needed support systems.

Rationale: Pasadena High School Self-Study and Single School Plan for student achievement have identified the need to improve students' math skills. Research and data indicate that improved math abilities create a gateway to greater performance in all subject matter and increased post-secondary opportunities for all students.

Objective 1 from '08/'09 WASC School Wide Action Plan

- Staff will refine and evaluate the curricula [sic] instructional programs to further support student achievement of the ESLRs and the state content standards.

Summary of progress on Objective 1 from '08/'09 School Wide Action Plan

PHS has refined and evaluated the curricular instructional programs and support services for mathematics in the following ways:

- The Math Department is transitioning to Common Core.
- All math teachers are available for tutoring at various times during the day. A Schedule is available on the PHS website.
- All students took a Practice Math Test in December 2014. Using the results of the test, students were recommended to take the CAHSEE Blitz in preparation for the actual test.
- Teachers are using district designed pacing guides, performance tasks, and end of course exams as tools in their Math 1 and Geometry classes.
- All math teachers are available for tutoring at various times during the day. A Schedule is available on the PHS website.

Objective 2 from '08/'09 WASC School Wide Action Plan

- Staff will evaluate the effectiveness of the math program in terms of: Curriculum, instructional strategies, assessment of student work.

Summary of progress on Objective 2 from '08/'09 School Wide Action Plan

- Math teachers are using district designed pacing guides, performance tasks, and end of course exams as tools in their Math 1 and Geometry classes.
- Math teachers are using a variety of tools to check for understanding including warm-ups, use of whiteboards, and group activities.
- Some math teachers use math binders and/or portfolios to help students organize their work, notes, assignments, quizzes, and tests.
- The Math Department is transitioning to a new set of texts from Mathematics Vision Project.
- The Math department is using Project Based Learning resources provided by the district.
- The Math I teachers have been given pullout time to plan, collaborate, and calibrate.

Objective 3 from '08/'09 WASC School Wide Action Plan

- Staff will review and evaluate the current system of support available to all students.

Summary of progress on Objective 3 from '08/'09 School Wide Action Plan

Math teachers provide support for students in the following ways:

- Support Programs: The ELD Department, Upward Bound, LEARNs, and Cal Tech RISE Program offer after school tutoring for students who need help with math. Upward Bound also offers a summer program and a "Saturday Scholars" program that assists students with math.
- Academic Assist Classes to help Special Education Students with their math.
- Math teachers follow through with required accommodations and/or modifications based on a student's IEP or 504 Plan.
- Math teachers make recommendations for what course students should be taking next year.

Objective 4 from '08/'09 WASC School Wide Action Plan

- Math teachers will evaluate and monitor the progress of at risk/underperforming students and provide interventions and support systems as needed.

Summary of progress on Objective 4 from '08/'09 School Wide Action Plan

- Math teachers follow through with required accommodations and/or modifications based on a student's IEP or 504 Plan.

Objective 5 from '08/'09 WASC School Wide Action Plan

- Stakeholders will implement and evaluate the effectiveness of professional development activities based upon student outcome data and teacher feedback.

Summary of progress on Objective 5 from '08/'09 School Wide Action Plan

Professional Development:
- Three PHS teachers were part of the Curriculum Review Workshop headed by the district in preparation for the Common Core State Standards for Mathematics in school year 2012-2013.
- The Math Department met in the summer of 2014 to look over the new Common Core Math curriculum, build strategies for instruction, and lesson plan. Since this meeting, Math I teachers have continued to share lesson plans assessments, and strategies.

Department Meetings:
- PHS cannot meet the demands of Critical Area #3 until time has been set aside to develop an effective Professional Development Protocol.
- In order to meet the demands of Critical area #3, stakeholders must set aside time for departmental meetings. Once time has been provided, teachers can begin to refine the Common Core math program at PHS.
- In department meetings, stakeholders must address the following issues:
  - A meeting schedule that utilizes both "A" and "B" Common Meeting Time (CMT).
  - Easier access to data and data that is user friendly.

Objective 6 from '08/'09 WASC School Wide Action Plan

Administrators will provide release time to conduct peer observations in order to build a culture of collaborative best practices.

Summary of progress on Objective 6 from '08/'09 School Wide Action Plan

- As PHS transitions to Common Core, administrators are providing professional development in phases. Phase one focuses on providing Math 1 teachers with professional development time and collaborative time. This time has been provided to Math 1 teachers since the 2013/2014 school year. Each year PHS will add professional development for each year of integrated Math.

o   Math 2 professional development will begin in spring of 2015 in preparation for implementation in the 2015/2016 school year.

o   Math 3 professional development will begin in spring of 2016 in preparation for implementation in the 2016/2017 school year.

Action Plan: Critical Area #3

- Teachers will continue to implement the pacing plan provided by the district for Math 1 (which takes over the Algebra 1 curriculum) and Geometry.
- CAHSEE diagnostic test will be given to Math 1, Geometry, and Math Topics students to see who will need remediation. Based on the findings from the CAHSEE diagnostic test, A CAHSEE blitz course may or may not be offered to students who need remediation. In the instance that the Math Department decides to have a CAHSEE Blitz, classes will be scheduled for 2 – 4 Saturdays before the CAHSEE.
- An EAP Math diagnostic test will be given to students taking Algebra 2 and above to see who needs remediation. An EAP math blitz course will be offered to students who need remediation 2 – 4 Saturdays before the EAP.
- Teachers were provided training and professional development in summer 2014 for the Math 1 & Geometry Curriculum.   The district will continue to provide training will for teachers who teach these course
- Teachers will continue implementing the district designed Performance Tasks after each Unit in Math 1, Geometry, and Algebra 2.
- Math 1 and Geometry teachers will continue to require students to have a math binder to keep their tests, quizzes, assignments, and journals in the same place.
- Teachers will continue to make recommendations for student placement in the school year 2015-2016.
- Math teachers will continue to be available for tutoring before school, during advisory, lunch, and/or after school.
- Teachers will continue to share student work and best practices with one another.
- Math 1 teachers will be provided pull out days in preparation for upcoming units and performance tasks.

Progress on Critical Area #4: Special Education and English Language Learners

One of critical area of needs from the previous WASC report was "that the school leadership in collaboration with staff and other stakeholders were to refine the school-wide action plan sections, especially in relation to the Critical Areas of Need regarding Special Education and ELL students".

The status of our progress in each area is listed in the summaries below:

ELL Students

PHS English Language Learners by Language								
Language	2010-2011		2011-2012		2012-2013		2013-2014	
	# Students	Percent of Total	# Students	Percent of Total	# Students	Percent of Total	# Students	Percent of Total
Spanish	139	80.8	127	81.9	101	79.5	85	76.6
Armenian	23	13.3	19	12.3	18	14.1	16	14.4
Korean	5	2.9	2	1.4	1	.8	3	2.7
Greek	0	0	0	0	0	0	2	1.8
Other non-English languages	0	0	2	1.4	1	.8	1	.9
Cantonese	0	0	1	.6	1	.8	1	.9
Filipino	0	0	1	.6	2	1.6	1	.9
Mandarin	2	1.2	0	0	2	1.6	1	.9
Arabic	2	1,2	0	0	0	0	1	.9
French	0	0	1	.6	1	.8	0	0
Punjabi	0	0	1	.6	0	0	0	0
Thai	0	0	1	.6	0	0	0	0
Tigrinya	1	.6	0	0	0	0	0	0
Total Students	172	100%	155	100%	127	100%	111	100%

Most of our English Language Learners (ELL) speak Spanish. Over the last several years the percentage of Spanish speaking ELL students has ranged from a high of 81.9% during the 2011-2012 school-year to 76.6% during the 2013-2014 school-year. In addition to Spanish many other languages are represented in our ELL population including Armenian, Korean, Greek, Cantonese, Filipino, Mandarin and Arabic.

Prior to this current school year our Language Development Resource Teacher (LDRT) has facilitated staff professional development on instructional strategies and Explicit Direct Instruction, checking for understanding, and providing immediate feedback to students. During the 2013-2014 school year administrators were trained on SDAIE observation techniques and given an overview of the instructional cycle. For the 2014-2015 school-year, teachers will be trained by the Language Acquisition Development Department (LADD) office. The following resources are provided to PHS ELL students:

- There is a dedicated Counselor to service the ELL population.
- The on-site ELL Tutoring lab will continue to be accessible all ELL students for academic enrichment purposes.
- The LDRT provides support to case carriers when writing goals for students who receive SPED and ELL services.

PHS continues to work on aligning services and status for ELL students. The master schedule was adjusted and continues to be adjusted to improve the services to ELL students. ELD levels 1 – 4 are offered to students. We have added Academic Language Development and Advanced Reading and

Writing courses for ELL's. In addition, we are using Read 180 and English 3D to complement our existing EL program.

The English Language Advisory Council (ELAC) parent group meets monthly and is focused on increasing parent participation. Phone calls and emails (English and Spanish) are sent home via the SchoolMessenger system notifying and reminding families of meetings. Communication is sent home to PHS families both in English and Spanish. Parents have a place for communication and support through the ELL office. During the spring semester the ELL staff held Student/Parent Data Chats with all the English Language Learner students and their parents/guardians. This is an excellent opportunity for the students/parents to discuss high school graduation, academic requirements, the California High School Exit Exam (CAHSEE), the CELDT exam and grades. In addition ELL staff, parents and students will discuss the student's academic placement in the ELL program.

PHS and PUSD ELL, FEP and RFEP Student Enrollment							
	Total Enrollment		English Language Learners		Fluent-English-Proficient Students		Students Redesignated FEP	
	PHS	PUSD	PHS	PUSD	PHS	PUSD	PHS	PUSD
2010-2011	2.070	19,803	172 (8.3%)	4,081 (20.6%)	812 (39.2%)	5,345 (27.0%)	26 (12.6%)	578 (15.3%)
2011-2012	2,016	19,805	155 (7.7%)	3,886 (19.6%)	835 (41.4%)	5,429 (27.4%)	28 (16.3%)	615 (15.1%)
2012-2013	2,028	19,540	127 (6.3%)	3,828 (19.6%)	828 (40.8%)	5,307 (27.2%)	32 (20.6%)	526 (13.5%)
2013-2014	1,896	19,102	111 (5.9%)	3,824 (20%)	794 (41.9%	4984 (26.1%)	46 (28.9%)	586 (14.3%)
2014-2015	*	*	*	*	*	*	*	*

* Data was not available at the time of this report

Over the past few years PHS has seen a reduction in the percentage of students classified as English Language Learners. During the 2010-2011 school-year there were 8.3% ELL students and in 2013-2014 the percentage fell to 5.9%. This reduction is due in part to the percentage of students that have been Re-designated FEP. In the 2010-2011 school-year PHS had 12.6% R-FEP students and in the 2013-2014 school-year that percentage increased to 29.9%. Since the 2011-2012 school-year the R-FEP population at PHS has consistently been well above the district's percentage.

A system to reclassify ELL students is in place. The LDRT informs the parents and students on the criteria to reclassify. Parents are given information on the student's current status and what the school is doing to help their student achieve. Parents and students are provided information on the "why" and "how" to reclassify. The data chats held between the ELL staff and the parents/students continue to promote the parents as partners in the reclassification process. The target goal in the 2013-2014 PHS School Plan for the percent of students who would be reclassified was 20%. Actually PHS achieved a reclassification percentage of 30.5%. With an

increased focus on the needs of English Learners through the district Master Plan to provide academic courses aligned with identified language needs, we can anticipate continued progress toward reclassification.

PHS CELDT Test Results										
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
Proficiency Level	# Tested	% of Students	# Tested	% of Students	# Tested	% of Students	# Tested	% of Students	# Tested	% of Students
Advanced	8	5.0	12	8.0	14	9.0	18	13.0	9	9.0
Early Advanced	83	47.0	62	41.0	68	44.0	71	50.0	40	38.0
Intermediate	65	37.0	62	41.0	53	35.0	41	29.0	46	44.0
Early Intermediate	18	10.0	14	9.0	11	7.0	10	7.0	5	5.0
Beginning	3	2.0	2	1.0	7	5.0	2	1.0	4	4.0
Total	177	101	152	101	153	100	142	100	104	100

More than 35% of students taking the California English Language Development Test (CELDT), grew by one or more level of proficiency. Two year trends in CELDT performance levels indicate stable patterns of growth. The results of the last CELDT administration indicated that PHS had the most students in the district who increased ELD Levels.

The percentage of our students who scored at the Advanced and Early Advanced level fell from 2012-2013 to 2013-3014. The percentage of students who achieved a proficiency level of advanced on the CELDT Test increased from 5% for the 2009-2010 school year to a high of 13% in 2012-2013 before falling to 9% for the 2013-2014 school year. The percentage of students who achieved a proficiency level of Early Advanced also fell from 47% during 2009-2010 to a high of 50% in 2012-2013 before falling to 38% during the 2013-2014 school-year.

PHS English Language Learners Graduation and Dropout Rates				
	Graduation Rate		Dropout Rate	
	PHS Graduation Rate	ELL Graduation Rate	PHS Dropout Rate	ELL Dropout Rate
2009-2010	93.18	72.41	4.5	27.6
2010-2011	93.48	81.82	5.4	13.6
2011-2012	92.3	93.3	5.4	12.3
2012-2013	93.8	89.8	3.6	-

For the years 2010 through 2013 the graduation rate for all PHS student's remained consistent at 93 while the graduation rate for the ELL students rose from 72.41 in 2010 to 89.8 in 2013. While the PHS dropout rate fell from 4.5 in 2010 to 3.6 in 2013 the ELL dropout rate started out much higher at 27.6 in 2010 but achieved a zero dropout rate in 2013.

The API scores for all of PHS remained consistent and did not demonstrate significant drops with the exception of the English Language Learners subgroup. Over the last three years the API achievement of this subgroup has declined and is below the achievement of the school as a whole. Between 2009 and 2014 the English Language Learner subgroup API scores fell from 608 to 579 – a drop of 29 points. The English Language Learner scores may be indicative of the significant percent of students who reclassified.

The 2013-2014 ELA AYP data show that the English Language Learner subgroup had one of the lowest proficiency rates of 12.5% which fell below the 15.1% from the previous year.

The English Language Learner subgroup fared better in the 2013-2014 Math AYP data showing 28.9% of ELL students scoring at or above proficient but this subgroup fell below the 55.7% of the PHS students school-wide.

Percent of PHS English Language Learner Sophomore Students Who Passed the CAHSEE in the 10th Grade					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Math CAHSEE	54%	47%	46%	37%	46%
ELA CAHSEE	36%	36%	33%	32%	29%

Performance for all subgroups measured by CAHSEE has been inconsistent. With the lack of implementation of CAHSEE resources such as CAHSEE Revolution, Accelerated Reader, and CAHSEE Blitz Saturday Review Courses, the overall PHS pass rate has dropped in the last two year. A limited Saturday CAHSEE Blitz program was reinstated prior to the February 2015 CAHSEE exam.

The ELA CAHSEE pass rate for total PHS students was at 85% for the 2009-2010 school year and fell to 83% for the 2013-2014 school-year. During the same time period the ELA scores for the ELL subgroup were at 31% in 2010 before increasing to a high of 43% in 2012 before falling to 32% in 2014. The ELL subgroup consistently falls well below the PHS schoolwide scores.

The ELL Math CAHSEE pass rate was at a high of 61% during the 2009-2010 school-year and fell to a low of 32% during 2012-2013 before improving to 38% for the 2013-2014 school-year. The PHS schoolwide scores fluctuated from a high of 90% in 2012 to 84% in 2014.

As with the ELA CAHSEE scores, the CAHSEE Math scores of the English Language Learner subgroup fall well below the PHS schoolwide scores. These scores are another source of data

that indicate that the ELL population is a population that continues to require extra attention and resources.

CST English Language Arts PHS English Language Learner Proficiency Levels 2010-2013											
	2009-2010			2010-2011			2011-2012			2012-2013		
	9	10	11	9	10	11	9	10	11	9	10	11
Students Tested	44	59	27	53	43	34	47	41	26	39	39	16
% of Enrollment	7.9	10.8	5.9	10.4	7.7	7.3	9.4	8.3	5.4	7.8	8.1	3.4
Students with Scores	42	57	27	53	43	34	47	40	26	39	39	16
% Proficient and Above	5	4	7	0	5	0	6	3	4	5	0	6

The English Language Arts CST scores for the previous 4 years are a concern as they do not show an increase in the percent of students who achieved a level of proficient and above. During the 2009-2010 school-year 16% of the PHS ELL students achieved a level of proficient or above while in 2012-2013 the percentage of ELL students who achieved a level of proficient or above fell to 11%. The number of PHS ELL students who achieve a level of Proficient or above continues to be higher than the district percentages.

CST English Language Arts PUSD English Language Learner Proficiency Levels 2010-2013											
	2009-2010			2010-2011			2011-2012			2012-2013		
	9	10	11	9	10	11	9	10	11	9	10	11
Students Tested	171	189	140	181	154	155	138	158	126	110	126	97
% of Enrollment	12.3%	13.0%	10.9%	13%	11.1%	11.4%	10.6%	11.9%	9.8%	8.6%	10.0%	7.5%
Students with Scores	169	186	139	181	152	153	138	156	126	110	126	96
% Advanced	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
% Proficient	7%	3%	2%	1%	2%	1%	7%	4%	2%	2%	2%	1%
% Basic	27%	25%	9%	35%	30%	17%	29%	28%	23%	35%	22%	14%
% Below Basic	38%	34%	33%	36%	44%	38%	40%	42%	35%	49%	36%	40%
% Far Below Basic	28%	39%	55%	28%	24%	44%	25%	26%	40%	15%	40%	46%

CST Mathematics PHS English Language Learner Proficiency Levels 2010-2013											
	2009-2010			2010-2011			2011-2012			2012-2013		
	Alg 1	Geom	Alg 2	Alg 1	Geom	Alg 2	Alg 1	Geom	Alg 2	Alg 1	Geom	Alg 2
Students Tested	41	34	4	50	38	11	51	40	12	36	39	4
Students with Scores	40	34	4	50	38	11	51	40	12	36	39	4
% Proficient and Above	8%	3%	*	12%	3%	9%	4%	10%	25%	0%	0%	*

*No data if 10 or fewer students had valid test scores

The CST Mathematics scores for PHS ELL students are inconsistent and fall well below that of the school wide and district percentages. During the 2009-2010 school year 25% of PHS students achieved a level of proficient and above while during the same time period 3% of ELL students scored at the level of proficient and above. From 2010 through 2012 there was an increase in the number of ELL students who were at the level of proficient and above but this trend did not continue for the 2013 school year.

CST Mathematics PUSD English Language Learner Proficiency Levels 2010-2013											
	2009-2010			2010-2011			2011-2012			2012-2013		
	Alg 1	Geom	Alg 2	Alg 1	Geom	Alg 2	Alg 1	Geom	Alg 2	Alg 1	Geom	Alg 2
Students Tested	334	133	12	325	126	26	293	129	31	231	100	25
Students with Scores	334	133	12	325	126	26	292	129	31	231	100	25
% Advanced	1%	0%	0%	2%	2%	8%	1%	2%	3%	2%	0%	4%
% Proficient	3%	2%	17%	6%	2%	0%	3%	2%	13%	6%	1%	12%
% Basic	14%	8%	0%	14%	8%	19%	13%	10%	3%	14%	6%	16%
% Below Basic	48%	50%	17%	44%	48%	27%	47%	47%	48%	40%	45%	24%
% Far Below Basic	35%	41%	67%	35%	40%	46%	36%	40%	32%	38%	48%	44%

R-FEP students at PHS have done historically well on the CST. Data from 2009-2013 CST results show an average of about 50 % of R-FEP students scoring at the Advanced to Proficient level on the ELA portion of the test. Approximately 2% of R-FEP students scored Far Below Basic on the ELA section. In Math 45%-50% OF The R-FEP students cored at the Advanced to Proficient level while 5% scored at Far Below Basic. Time and resources have focused on LEP students at PHS. The data below raises the question of how the school can better support R-FEP student to increase the number scoring at Advanced and Proficient levels on common assessments now that the CST is no longer used as a means of assessing student performance.

Percent of PHS Reclassified-Fluent English Proficient (R-FEP) Sophomore Students Who Passed the CAHSEE in the 10th Grade					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Math CAHSEE	88%	82%	92%	89%	89%
ELA CAHSEE	81%	92%	95%	94%	83%

CST English Language Arts PHS Reclassified-Fluent English Proficient (R-FEP) Proficiency Levels 2010-2013											
	2009-2010			2010-2011			2011-2012			2012-2013		
	9	10	11	9	10	11	9	10	11	9	10	11
Students Tested	159	135	112	132	156	122	113	129	134	114	110	134
% of Enrollment	28.5	24.7	24.6	25.8	28.1	26.2	22.6	26.2	27.6	22.7	22.9	28.9
Students with Scores	158	133	112	132	156	121	113	128	134	114	110	134
% Proficient and Above	56%	50%	64%	48%	44%	51%	64%	50%	46%	54%	46%	39%

CST English Language Arts PUSD Reclassified-Fluent English Proficient (R-FEP) Proficiency Levels 2010-2013											
	2009-2010			2010-2011			2011-2012			2012-2013		
	9	10	11	9	10	11	9	10	11	9	10	11
Students Tested	379	366	378	382	389	363	304	373	369	334	299	408
% of Enrollment	27.2%	25.2%	29.3%	27.5%	28.1%	26.6%	23.3%	28.0%	28.7%	26.1%	23.7%	31.4%
Students with Scores	378	363	376	381	389	361	304	372	369	334	298	407
% Advanced	12%	15%	18%	10%	10%	14%	21%	15%	11%	18%	13%	9%
% Proficient	40%	28%	26%	33%	30%	25%	34%	31%	25%	34%	30%	25%
% Basic	36%	39%	32%	36%	46%	39%	36%	39%	38%	35%	43%	38%
% Below Basic	9%	12%	17%	9%	12%	13%	8%	12%	19%	10%	12%	20%
% Far Below Basic	3%	6%	8%	2%	2%	9%	2%	3%	7%	3%	2%	8%

CST Mathematics PHS Reclassified-Fluent English Proficient (R-FEP) Proficiency Levels 2010-2013											
	2009-2010			2010-2011			2011-2012			2012-2013		
	Alg 1	Geom	Alg 2	Alg 1	Geom	Alg 2	Alg 1	Geom	Alg 2	Alg 1	Geom	Alg 2
Students Tested	104	114	79	84	134	91	65	143	80	69	106	85
Students with Scores	104	112	79	84	134	91	65	143	80	69	106	85
% Advanced	20%	22%	34%	19%	16%	32%	9%	24%	26%	7%	13%	21%

*No data if 10 or fewer students had valid test scores

CST Mathematics PUSD Reclassified-Fluent English Proficient (R-FEP) Proficiency Levels 2010-2013											
	2009-2010			2010-2011			2011-2012			2012-2013		
	Alg 1	Geom	Alg 2	Alg 1	Geom	Alg 2	Alg 1	Geom	Alg 2	Alg 1	Geom	Alg 2
Students Tested	659	356	223	565	397	222	538	409	247	579	349	267
Students with Scores	659	353	223	565	397	222	537	408	247	578	348	267
% Advanced	2%	2%	4%	6%	4%	5%	5%	3%	2%	4%	4%	2%
% Proficient	18%	13%	15%	19%	4%	20%	17%	16%	14%	15%	14%	9%
% Basic	31%	27%	26%	27%	14%28%	28%	27%	21%	25%	27%	14%	25%
% Below Basic	37%	42%	31%	34%	42%	28%	33%	42%	38%	37%	51%	42%
% Far Below Basic	12%	16%	23%	13%	12%	19%	18%	18%	20%	17%	17%	21%

Special Education Students

The percentage of SPED students has increased from 6.7% of the total population during the 2010-2011 school year to 9.0% of the total population for the current 2014-2015 school year.

The LDRT provides support to case carriers when writing goals for students who receive SPED and ELL services.

The SPED department has made an on-going effort to put systems in place to organize the IEP process and providing services to students. The case carriers have been provided a checklist to assist them in staying organized. A large focus of the professional development activities of the SPED department is the training of case carriers on their assigned duties and responsibilities.

The SEIS computer program, to record Individual Education Plans (IEP's), was put in place in the fall of 2011. The system is an effective as its end user.

Individual Education Plans (IEP's) are data driven. Case carriers continue to use CST scores, CAHSEE scores, grades, attendance and KTEA (psychological and academic assessments) to inform the IEP team.

PHS continues to work on aligning services and status for SPED students. The master schedule was adjusted and continues to be adjusted to improve the services to SPED students.

The Content Mastery Center was put in place for the 2011-2012 school year. This was a place that SPED students could go for additional support. Currently we are offering academic assistance classes to give additional academic support to our SPED students.

During the fall semester of this school year letters were mailed home to the parents of our SPED and 504 Plan students asking if they would like us to submit an accommodation request to the College Board for their student. If accommodation requests are granted by the College Board this would enable students to receive accommodations on the PSAT, SAT and AP exams. Accommodations range from time and ½, double time, preferential seating, use of a reader, among others. We currently have 9 students who have been approved for accommodations, 3 students in review and several additional students whose accommodation requests are in the process of being submitted.

The API scores of the SPED subgroup remained somewhat consistent from 487 in 2009 to 488 in 2014. For this same time period the school wide PHS scores showed a loss of 24 points while the SPED group had a gain of 1. SPED score remain well below the scores of PHS as a whole.

For AYP the Students with Disability subgroup had one of the lowest ELA proficient percentages at 22.2%. This subgroup falls well below when compared to the school wide proficient percentage of 57.9. For mathematics, the percent proficient for the Students with Disabilities subgroup was 24.3% and the lowest performing of the subgroups. Even though the SWD subgroup proficiency rates were low the rates were an improvement from the 2012-2013 school-year.

. PHS Students with Disability Graduation and Dropout Rates				
	Graduation Rate		Dropout Rate	
	PHS Graduation Rate	SWD Graduation Rate	PHS Dropout Rate	SWD Dropout Rate
2009-2010	93.18	93.99	4.5	3.6
2010-2011	93.48	80.56	5.4	11.1
2011-2012	92.3	75.0	5.4	9.1
2012-2013	93.8	69.1	3.6	2.4

The graduation rate for SPED students declined from a high of 93.99 in 2010, which was consistent with PHS as a whole, to 69.1 in 2013. The dropout rate of the SPED subgroup was at 3.6 in 2010 which was better than the 4.5 of PHS as a whole. The dropout rate of this subgroup dropped to 2.4 in 2013 which continued to be better than the 3.6 PHS dropout rate.

Percent of PHS Students with Disability Sophomore Students Who Passed the CAHSEE in the 10th Grade					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Math CAHSEE	59%	52%	67%	34%	36%
ELA CAHSEE	52%	48%	50%	29%	41%

Up through the 2012-2013 school year CAHSEE blitz classes were offered to students on Saturday's, 4-6 weekends before students took the CAHSEE exam. Due to funding concerns this

did not occur for the 2013-2014 school year. A limited Saturday CAHSEE Blitz program was reinstated prior to the February 2015 CAHSEE exam.

The ELA pass rate for the SWD group remained somewhat stable, though below the PHS school-wide scores, at or close to 50% from 2009-2012. Yet in 2011-2012 the SWD pass rate dropped to 29% before rising to 41% in 2013-2014.

The Math pass rate for the SWD group was at 59% in 2009-2010, rose to 67% in 2011-2012 before falling to 34% and 36% respectively for the 2012-2013 and 2013-2014 school years. The decline in the SWD pass rate was far below the decline of the pass rate of total PHS students.

As with the ELA CAHSEE scores, the CAHSEE Math scores of the SWD subgroup fall well below the PHS schoolwide scores. These scores are another source of data that indicate that the SWD population is a population that continues to require extra attention and resources.

CST English Language Arts PHS Students with Disability Proficiency Levels 2010-2013											
	2009-2010			2010-2011			2011-2012			2012-2013		
	9	10	11	9	10	11	9	10	11	9	10	11
Students Tested	22	35	27	26	19	27	36	32	28	465	450	434
% of Enrollment	3.9%	6.4%	5.9%	5.1%	3.4%	5.8%	7.2%	6.5%	5.8%	92.6%	93.6%	93.5%
Students with Scores	22	34	27	26	19	26	35	31	28	465	450	433
% Proficient and Above	14%	9%	22%	12%	16%	4%	20%	16%	14%	61%	52%	51%

The scores of the SWD population continue to fall below the school-wide PHS scores.

CST English Language Arts PUSD Students with Disability Proficiency Levels 2010-2013											
	2009-2010			2010-2011			2011-2012			2012-2013		
	9	10	11	9	10	11	9	10	11	9	10	11
Students Tested	71	128	103	72	73	95	80	85	90	27	35	40
% of Enrollment	5.1%	8.8%	8.0%	5.2%	5.3%	7.0%	6.1%	6.4%	7.0%	2.1%	2.8%	3.1%
Students with Scores	69	126	103	71	69	93	78	84	89	26	35	39
% Advanced	3%	2%	4%	7%	4%	3%	8%	6%	4%	0%	3%	10%
% Proficient	12%	2%	9%	8%	6%	5%	14%	14%	7%	19%	17%	5%
% Basic	23%	18%	20%	32%	25%	20%	26%	26%	27%	19%	26%	15%
% Below Basic	26%	25%	20%	18%	29%	23%	27%	30%	31%	42%	17%	28%
% Far Below Basic	36%	52%	47%	34%	36%	48%	26%	24%	30%	19%	37%	41%

CST Mathematics PHS Students with Disability Proficiency Levels 2010-2013											
	2009-2010			2010-2011			2011-2012			2012-2013		
	Alg 1	Geom	Alg 2	Alg 1	Geom	Alg 2	Alg 1	Geom	Alg 2	Alg 1	Geom	Alg 2
Students Tested	24	33	3	25	20	12	32	41	9	264	431	321
Students with Scores	23	33	3	25	20	12	32	41	9	264	431	321
% Advanced	9%	0%	*	8%	15%	0%	3%	5%	*	6%	18%	26%

*No data if 10 or fewer students had valid test scores

The SWD subgroup showed a gain from 2009-2010 to 2012-2013 but the group still falls below the school-wide PHS scores.

CST Mathematics PUSD Students with Disability Proficiency Levels 2010-2013											
	2009-2010			2010-2011			2011-2012			2012-2013		
	Alg 1	Geom	Alg 2	Alg 1	Geom	Alg 2	Alg 1	Geom	Alg 2	Alg 1	Geom	Alg 2
Students Tested	143	100	12	111	82	30	139	97	39	69	38	22
Students with Scores	141	100	12	109	81	30	139	96	39	69	38	22
% Advanced	1%	1%	8%	2%	0%	3%	2%	1%	3%	0%	0%	0%
% Proficient	5%	2%	0%	4%	7%	3%	5%	3%	15%	10%	3%	0%
% Basic	6%	6%	17%	11%	9%	10%	13%	7%	21%	30%	5%	9%
% Below Basic	39%	32%	25%	38%	36%	10%	40%	39%	36%	30%	53%	27
% Far Below Basic	50%	59%	50%	46%	48%	73%	39%	50%	26%	29%	39%	34%

As the analysis of data from the various measurements has indicated, the academic achievement of the ELL and SWD populations is either not improving at the same pace as the overall PHS population, is static, or as demonstrated by some tests in recent years, is actually declining. This lack of improvement is a serious issue on which the school, with support from the district, must focus additional attention and resources.

Chapter III: Student/Community Profile - Overall Summary from Analysis of Data

CHAPTER THREE

Student/Community Profile –Overall Summary from Analysis of Profile Data and Progress

The transition to Common Core has changed the way Pasadena High School stakeholders view, analyze, and use data to drive instruction. Until recently, the administration team and teacher leaders at Pasadena High School had attended a planning workshop prior to the opening of the school year to receive CST data from the district and begin to analyze CST scores for trends, areas of improvement, and areas of need. This information was then collated into a presentation that was given to the general staff at the first staff meeting of the school year. Departments then spent several meetings analyzing this data to identify areas that their department would then focus on. Out of these discussions developed departmental goals and action plans for the school year. Over the course of the school year students would take several kinds of assessments to identify strategies, placement, and allow for reteaching. The use of a variety of data was also a key component to the placement of students in the proper courses. The process then repeated itself in the spring so that the results of standardized testing done in the spring would then be used by the district and site administration to begin the process again driving instruction in the upcoming year. With new and developing forms of assessments – both district and site-level – the process of analyzing data is still a work in progress.

However, within the context of this transition, PHS has shown significant improvements since its last full accreditation in 2009. In 2009, PHS's API was 726. PHS presently has an API of 750, a 24 point gain since the last full self-study. A summary of findings from the PHS 2015 self-study is summarized below in terms of the following: Areas of Strengths, Areas of Need, Critical Academic Needs, and Questions Generated from Data Analysis.

Areas of Strength:
- PHS was awarded a Silver Medal by *US News and World Report* as one of the Best High Schools in 2013.
- *Washington Post* 2013 named PHS as one of the most academically challenging high schools.
- Since the 2012 WASC Midterm Review visit, API scores have trended upward with the following groups: School-wide +6, African American +11, Socio-Econ Disadvantaged +11.
- African American ELA and Mathematics AYP data has increased three years in a row.
- The number of suspensions has dropped by 605 in 2011-2012, to 154 in 2013-2014

- Due to the targeted professional development in SDAIE and differentiation strategies for our English Language Learners, the ELL reclassification rate at PHS is the highest in the district, averaging 30% over the last three years.
- PHS has strived to have an "open access policy" for Advanced Placement (AP) courses which has translated in doubling the number of students in AP courses.
  - The number of minority students taking AP classes is increasing.
  - The increase in enrollment has come from our Mexican American/Latino population.
- The number of AP courses has increased from nine in 2009 to 19 in 2014-2015.
- PHS scored higher than district averages in English Language Arts and Mathematics Benchmark Assessments in 2013/2014.
- The number of students meeting A-G requirements is increasing.
- The number of students enrolling in and receiving scholarships to four year universities has increased.

Areas of Need:
- ELL CASHEE pass rate in ELA are still low.
- CAHSEE data has become stagnant.
- PHS is still in the process of developing assessments to generate valid data to drive instruction since the sun-setting of CST.
- The truancy rate is too high (94.5%).
- The ELA EAP college-ready pass rate is low.
- There isn't much valid data in non ELA & Math content areas.
- Non-pathway students are not progressing at the same level of pathway students.
- Students with IEP's CAHSEE pass rates have dropped in ELA and Math.
- Transition to Common Core
- End of Semester (EOS) and End of Course (EOC) assessment data is low.
- The need for Smarter Balance and "performance task" assessments is evident.
- Minimal amount of teachers implementing Common Core curricula.
- Writing Across the Curriculum data and survey results.
- Departmental grade level vertical alignment
- Number of students SARBed too low based on number of letters 1, 2, and 3 sent home.
- Number of home visits for students who have a high truancy rate.
- The number of students assigned to Saturday School and after school detention; however, attendance at low (as evidenced by sign-in sheets/attendance)
- Teacher survey results indicate the following concerns about the school discipline plan: lack of follow-up on student referrals, inconsistent consequences, the need for more

security guards, and that Assistant Principals are inundated with too many responsibilities to deal effectively with discipline issues.

- Teacher survey data indicates a strong desire for more productive professional development.
- Focus Group Narratives indicate a need for more streamlined methods of communication technology for stakeholders.

Critical Academic Needs:

Through examination of the data and input from the Focus Groups and the WASC Executive Team, Pasadena High School has generated the following Critical Academic Needs:

1. Discipline Plan
2. Professional Development
3. Transition to Common Core
4. Communication

Questions Generated from Data Analysis:

- What support systems do we have once students are reclassified?
- Why are ELLs doing better in Math AYP?
- Why has the dropout rate for ELLs fluctuated so much over the last four years?
- How do we get stagnant AP pass rates to improve?
- What are we doing with LTELs?
- What impact have home visits had on truancy?
- Do we have resources to meet the needs of our growing SPED population?
- How can we better serve general population students (non-pathway)?
- How do we make more than half our seniors A-G eligible?
- What can be done to foster a culture of collaboration on "B" Monday?
- What can be done to generate more interest in the teaching of writing in all departments?
- How can administration provide more time for teachers to meet in departments?

Chapter IV: Self-Study Findings

A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources
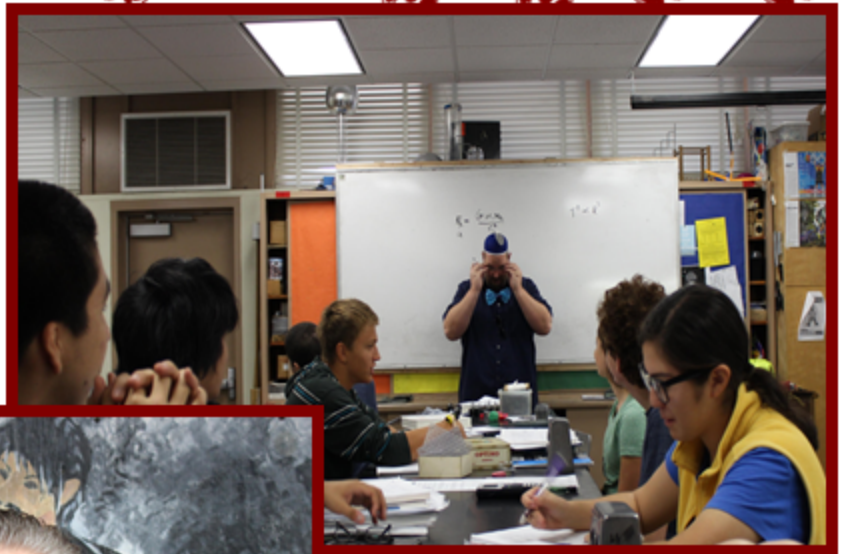
Chapter 4 Self-Study Findings

FOCUS GROUP A: Vision and Purpose, Governance, Leadership and Staff, and Resources

<u>**Group Members**</u>

Randyl Barrozo
Academic Counselor

Sylvia Caluya
Web Design Teacher

Genely Chan
Graphic Design Teacher

Ika Chakchyan
English Teacher

Jennifer Duff

 History Teacher

Neil Esser
Math Teacher

MC Flores
Office Manager

Rachel Jacalone
Science Teacher

William Jenkins*

History Teacher

Ara Melikian
Math Teacher

Kyle Michealsen
History Teacher

Lisa Newton
Computer Teacher

Gregory Ohlson
History Teacher

Norma Ohlson*
Spanish Teacher

Michael Parisi
P.E. Teacher

Lauren Radcliff
Sr. Clerk Typist

Susan Sawyer
School Nurse

Ivan Stacey
History Teacher

Hendrik Van Leuven
English/Theater Teacher

***Focus Group Leaders**

Organization: Vision and Purpose (A1), Governance (A2),
Leadership and Staff (A3, A4 & A5), and Resources (A6)
A1. Organization Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, and the belief that all students can achieve at high academic levels. Supported by the governing board and the central administration, the school's purpose is defined further by school-wide learner outcomes and the academic standards.

Overview:

Pasadena High Schools' Vision and Mission and School-wide Learner Outcomes

Pasadena High School's mission and vision statements have been developed in response to the community of students we serve, skills that have been identified as important in a global marketplace and through the lens of current educational research. PUSD's mission statement is as follows:

PHS Mission Statement--Pasadena High School exists to educate and guide students so that they might reach their full potential as individuals. The expectation is that PHS students will learn to think intellectually, be thoughtful, appreciative and respectful. In addition they will gain the knowledge and understanding necessary to participate as citizens in a democratic society while learning to understand and accommodate social similarities and differences. They will leave Pasadena High School with the skills needed to enter the workforce or to continue their education.

PHS Vision Statement--Pasadena High School is a learning community dedicated to developing in our students a rigorous academic foundation, quality citizenship in a changing society, and a productive work life now and in the future.
Pasadena High has taken into account the community of students we serve when crafting our mission statement. We serve a diverse group of students and our mission and vision statement reflect that. We seek to provide an educational experience that is tailored to the 21st century skills needed to succeed in a global marketplace.

Evidence

- Nineteen AP courses are offered to PHS students
- New PHS web page, student handbook, daily bulletin, student planners all work towards keeping students and parents informed
- CST/CAHSEE/CELDT District Quarterly Assessment scores are analyzed
- Graduation rates
- School-wide Learner Outcomes (SLO)
- PTSA
- ELAC (English Language Advisory Committee)
- School Site Council

- Principal's Newsletter
- Staff common meeting time (CMT)
- Department Meetings
- Site-Based Leadership Team (SLT)
- Naviance (a web based document management system for college planning)
- Shmoop (a web based test prep for AP students)

Development/Refinement of Vision, Mission and School-wide Learner Outcomes

Pasadena High School's purpose is still relevant as PUSD has changed what was Expected School-wide Learning Results (ESLRs) to Student Learning Outcomes (SLOs). The Student Learning Outcomes are as follows:

- **Think critically and creatively to meet or exceed California state standards as active learners and academic achievers.**

- **Communicate effectively to express ideas clearly through writing and speaking**

- **Apply various forms of technology for the purpose of creativity, research, and communication**

- **Work independently and cooperatively to solve complex and relevant problems to prepare for post-secondary education and a productive work life**

- **Contribute to the extended community to encourage social responsibility and respect for cultural diversity**

The School-wide Learner Outcomes address the expectations that are set forth in the California State Standards and they express the necessity of clear and effective communication as outlined in the 21st Century skills. Additionally, 21st century skills are present in our technology and cooperative problem solving outcomes, and finally, PHS hopes to instill in our students a sense of social responsibility to the world and their local community.

Although our Student Learning Outcomes (SLOs) do not reflect our recent shift to the Common Core Standards by mentioning them by name, the Common Core skills are embedded in our outcomes. The emphasis on critical thinking, problem solving, effective communication, technological skills and social responsibility all reflect the essential skills that the Common Core Standards are seeking to develop.

Evidence

- WASC focus group meetings
- Staff and faculty Common Meeting Time
- Department Meetings

- ASB Meetings
- School Leadership Team (SLT)
- Academy Advisory Board meetings
- AP Parent Meetings
- School Attendance Review Board

Understanding of Vision, Mission, and School-wide Learner Outcomes

There are ample opportunities for students, parents and the larger community to come into contact with our Vision, Mission and Student Learning Outcomes. Students see the SLO's posters in all classrooms. When parents and the community visit our school website the vision and mission statements can be found in the "About Us" section.

Evidence

- PHS Website
- Grade Level Assemblies
- ESLR/SLO posters in classrooms
- 9th Grade orientation
- Parent and student surveys
- Principal's newsletter
- Back to School Night
- Open House
- ELAC (English Learners Advisory Committee)
- School Site Council
- Booster Clubs
- PTSA
- School Administrative Team
- District Phone Blast
- Daily Announcements during advisory class
- Marquee in front of the school
- CAMAD Newsletter (Creative Spaces)

Regular Review and Revision

The PHS vision and mission and newly adopted district Student Learning Outcomes (SLOs) are reviewed each year along with the single school plan. The Vision focus group spent several hours in the fall revisiting our vision and mission statements and have made recommendations to administration.

Evidence:

- Vision focus group revision process
- College and Career pathways business partner meetings

Area for Growth
The Vision focus group has recommended adopting the District's mission statement
(**Providing a caring, engaging, challenging educational experience for every student every day)** because students and parents would actually read it because it is so succinct. We believe that PHS could be more effective in our communication to the community and students by letting the SLOs reflect what is expected of students and allowing the PHS mission statement to be the broad vision of what we are trying to achieve.

Pasadena High could do a better job of ensuring that students, parents and the community understand our vision, mission and Student Learning Outcomes. It would be helpful to revise our vision and mission into a statement that will be easily read and understood, and can be included on letterhead and other visual places.

A2. Governance Criterion
The governing board (a) has policies and bylaws that are aligned with the school's purpose and support the achievement of the school-wide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single school-wide action plan and its relationship to the Local Educational Agency (LEA) plan.

The governing board meets the first and third Thursday of every month, and the board meetings are open to the public and even streamed on the PUSD website. Board members work with the superintendent to facilitate a successful experience for each PUSD student. The board has recently appointed a new superintendent as of November, 2014. Dr. Brian Macdonald served as the Chief Academic Officer for Pasadena Unified. The Superintendent and the School Board have indicated that PUSD Strategic Priorities are as follows:

PUSD will sustain its focus on improving **student achievement**, incorporating **rigor, relevance and relationships** into learning, and increasing **organizational effectiveness**. We will implement current initiatives effectively; use data to continuously improve performance and align to best practices; operate with a sense of urgency; invest in training to expand the capacity of staff and stakeholders; and partner with families, community and businesses to improve student outcomes.

Evidence:

- Agendas, minutes and videos on the PUSD website
- Live streaming video during board meetings
- Policies, regulations protocols and bylaws on the PUSD website

Relationship of Governance to Vision, Mission and School-wide Learner Outcomes
The Pasadena Unified School Board has approved PHS's Vision, Mission and Student Learning Outcomes.

Pasadena High School offers a number of programs that support our school's vision, mission and school-wide learner outcomes. We provide three pathways that integrate career technical readiness with college prep courses. We have an extensive offering of AP courses (19 in all) that are open to all students. We provide Regional Occupation Program (ROP) courses both during the school day and after school. Students can receive tutoring and elective courses everyday through the LEARNS program. We have an extensive support system for our English language learners through the Language Development Resource Center. Pasadena High offers many athletic opportunities and clubs for students to participate in. The PUSD district office has recently sent out posters to schools on bullying prevention. All of these programs support the academic, social, physical and emotional development of our student body.

Evidence

- Commitment to college and career pathways
- District has sent out posters on Anti-bullying
- District has sent out awareness posters of cultural holidays and diversity
- Some district participation in school-wide brotherhood assemblies
- Diversity within the district governing board
- District support for ELL programs
- African American parent council at the district level
- Collaboration between PHS administrative team and PUSD board
- Commander Levy (Embassy Consulting Services) led presentations/trainings on diversity awareness and anti-bullying
- District supports the annual MLK Jr. essay writing contest

Understanding the Role of the Governing Board
At Pasadena High School there are multiple ways the school community and parents are informed as to how they can participate in the schools governance. For example, parents and the community can visit the PHS website and read about ways to get involved. PHS often sends home informational letters, and during new student orientation each year parents are given a packet with the myriad ways they can participate in the life of our school. Parents can volunteer to serve on any of the many leadership committees and support groups at PHS.

Evidence:

- Phone calls home (blast)
- PTSA Newsletter
- Website
- Electronic Marquee
- PTSA meetings
- School site council
- ELAC
- CDAC (all parents)
- Email weekly bulletin (and daily through PTSA)

- Monthly newsletter
- Monthly events calendar
- Open House and Back to School Night
- Coffee with the principal
- Parent Portal
- CAMAD Parent Advisory Board
- Parent Volunteer Program
- Superintendent's weekly message
- Mailed announcement's
- Community Advisory Committee
- Parent/Student Handbook distributed annually

Governing Board's Involvement in the Review and Refinement

The PUSD governing board has approved our schools' Vision, Mission and School-wide Learner Outcomes. The governing board has access to all of our common meeting time and is welcome anytime to collaborate with administration and staff in the review and refinement of our Vision, Mission and School-wide Learner Outcomes. Perhaps more than a direct collaboration with PHS staff, our Governing Board sets the policy for the district and we tailor our Vision, Mission and SLO's to the priorities and initiatives of the School Board.

Evidence

- School Board approves site-based decision making
- Board communicates with district leadership who collaborate with site-based administration
- School Board allocates resources that support our Vision, Mission and SLO's and supports PHS in our pursuit of these outcomes
- Board members visit the PHS campus, attend school activities and performances
- Board monitors performance indicators such as test scores and student demographic data

Professional Staff and Governing Board

The Pasadena Unified Governing Board has an articulated expectation of the responsibilities of professional staff most clearly through the United Teachers of Pasadena (UTP) contract and the California Standards for the Teaching Profession (CSTP). The UTP contract outlines the rights and responsibilities of professional staff and the Governing Board has the authority to hold staff accountable to maintain these standards. The CSTP's outline how Pasadena educators can strengthen their teaching skills and the governing board has the authority to make sure progress is happening through the evaluation system. When the Governing Board or the United Teachers of Pasadena (UTP) would like to revise expectations for teaching staff they are free to enter

into negotiations. UTP may communicate the staff through newsletters and meetings and the School Board communicates through school visits, school board meetings and district communications.

Evidence

- The Governing Board and the UTP have negotiated a clear understanding about the professional obligations of certificated staff
- Letters of Understanding are developed and maintained through negotiations
- Governing board provides training and opportunities for district initiatives
- Back to School meeting with the school board is an opportunity for the Superintendent to communicate his vision to the entire district staff
- District contract between UTP and the PUSD
- Developed and maintained through negotiations, district initiatives
- School Board member Tyron Hampton visited Pasadena High School

Board's Evaluation/Monitoring Procedures

The Governing Board evaluates and monitors the progress of all schools within the Pasadena Unified School District through multiple qualitative and quantitative sources. Until recently, API, AYP, CST, CELDT, CAHSEE, and other data results were the primary ways in which the Governing Board evaluated the school's academic performance. As part of the new statewide evaluation revision, the CST is being replaced by the Smarter Balanced Assessment and a number of other factors will be considered when formulating a school's API score.

The CAHSEE results are used to evaluate tenth grade ELA and math proficiency. The SAT, PSAT and AP tests provide another basis for determining college prep skills. Graduation rates, attendance rates, suspension rates and many other factors give the Board a picture of student success and behavior at PHS.

On the qualitative side, the Board has multiple sources of information to evaluate and monitor the education that students are receiving at Pasadena High School. Student and parent feedback are probably the most important qualitative information the Board receives. They also observe firsthand many of PHS's programs and performances. Whether attending a robotics competition or a basketball game, the Board is continually assessing the opportunities provided to PHS students and the effectiveness of our programs.

Evidence

- PHS has a board member assigned to our school (board member Tom Selenski)
- The School Board has adopted a new academic calendar that supports student learning in a more effective way than our previous calendar (balanced calendar)
- The School Board reviews school-wide API, AP and CAHSEE scores
- The School Board produces the School Quality Snapshot

Complaint and Conflict Resolution Process

The degree to which the governing board's complaint and conflict resolution procedures being effective as they apply to PHS's stakeholders is something that really varies from person to person. There is a clear process to voice a complaint, such as going to the principal or to HR, or even all the way to the superintendent. As with most organizations, the complaint process is inherently clouded by fear of retaliation; this is unavoidable.   Some members of the Vision Focus Group felt that the process works fine and is very clear while others believe that employees are not adequately shielded from the possible repercussions of voicing their concerns.

Areas for Growth

We give many different opportunities for parents to be involved in their child's education at Pasadena High School. In fact, volunteering might actually be overwhelming for parents because there are so many opportunities to serve and invitations are continuously being extended. It might be helpful for parent and community volunteers to have a consolidated source to access volunteer opportunities. This source could be located on the PHS website and clearly outline the different opportunities to serve Pasadena High.

A3. Leadership and Staff Criterion

Based on student achievement data, the school leadership and staff make decisions and initiate activities that focus on all students achieving the school-wide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single school-wide action plan based on analysis of data to ensure alignment with student needs.

Our School Planning Process is Broad-Based and Collaborative

The administration team and staff make decisions and plan with a focus on all students achieving the SLOs and academic standards. As described below, there are several opportunities throughout the school year for all stakeholders - district, site administration, teachers, classified staff, students, and parents - to participate in planning and activities. This collaboration fosters the collegiality between the varied stakeholders and helps renew commitment to supporting the success of all students.

Evidence:

- The Pasadena High School staff meet at the beginning of each school year to set school and departmental goals based on current data.
- In department chair meetings, the admin team meets with department chairs to fine-tune curriculum based decisions in all subject areas. Department chairs share results from department meetings and voice concerns and issues found at the department level with the administration team.

- At department meetings, staff - especially in the core subjects of English, Math, Science, and History - have the opportunity to work on Common Core based curriculum issues such as developing pacing guides and new common assessments aligned with Common Core standards.
- PTSA meetings are held regularly and are attended by members of the admin, teaching, and counseling staff.
- The major leadership committees on campus are, School Site Council (SSC), School Leadership Team (SLT), and ELAC - Most committees meet monthly or on a regular basis to discuss and implement current policies, plans, and practices. These groups are broad-based groups that include teachers, administrators, classified staff, parents, and students.
- It should be noted that the SLT (School Leadership Team) has been recently revived. This group's focus is on reviewing school policies and protocols and is comprised of members from all stakeholders groups.
- Over the past six years, there has been a tremendous increase in teacher participation in staff development, where teacher "experts" deliver professional development in staff meetings.

Pasadena's High School Plan is correlated to Student Learning

Pasadena High School's Single Plan for Student Achievement is correlated to the analysis of student achievement data about critical learner and career readiness needs, school-wide learner outcomes and academic, college, and career standards. Data-driven decision-making is a priority of the administrative team, department chairs, and faculty. Therefore, the school-wide action plan is annually monitored and updated based on data analysis in an effort to keep the Plan aligned with student needs.

Evidence:

- We begin each school year by reviewing the goals set forth in the Single School Plan. These goals are based on current data from CAHSEE, AP tests, CELDT, ELA and Math district benchmark data, and CST (before the transition to Common Core).
- Critical needs are identified in all subject areas as a result of input from faculty and administration. This is performed at both the administrative and department levels.
- In department meetings, faculty use data to set new benchmarks for critical learners and review progress to check accountability. Progress is measured by data from district benchmark exams (ELA and Math), CAHSEE passing rates, and performance rates on CELDT testing.

Correlation between All Resources, Student Learning Outcomes and Plan

Pasadena High School's allocation of resources supports the implementation, monitoring, and accomplishment of the Single Plan for Student Achievement. The Single Site Plan

and Student Learning Outcomes are results of collaborative time spent during administration, staff, department chair, and faculty meetings.

Evidence:

- A newly created ELL Tutoring Learning Center supports not only ELL students but also any student who needs support with language arts and mathematics tutoring. This center has been on campus for two years now and is staffed full-time with 1-3 teachers depending on available funds (per SSC).
- LEARNS offers tutoring and a number of courses for students. LEARNS' presence on campus has grown dramatically over the past several years. Their programs are held before and after school and offer tutoring, some athletic programs such as intramural sports, dance classes, college spring tours, and driver's education.
- Upward Bound and Cal State LA Talent Search programs supports first-generation college bound students, low income, and underrepresented students.
- PHS subsidizes PSAT fees for all sophomore students and juniors with a GPA of 3.0 or higher so the test is free of charge.
- CAHSEE Blitz (a series of weekend classes that use *CAHSEE Revolution*, a software program that utilizes Chromebooks, to prepare students for the CAHSEE.
- CAHSEE English and Math classes
- CAP (help with college applications) facilitated by the Counseling Department.
- ROP college and career center.
- Thesys credit recovery (a site-based credit recovery program where instruction is delivered entirely online with teacher support).
- Twilight School (a district-run afterschool program of direct-instruction combined with online learning for credit recovery purposes).
- NAVIANCE (an online resource for students, staff, and parents to help navigate the college application process).

Areas for Growth

Over the past three years, much of our common meeting time has allocated to multiple mandated professional development sessions in the areas of Special Education and English Language Learners. While these teacher and district-led sessions have increased faculty knowledge in these important areas, it has come at the expense of department and faculty meeting time.

A4. Leadership and Staff Criterion

A qualified staff facilitates achievement of the academic, college, and career readiness standards and the school-wide learner outcomes through a system of preparation, induction and ongoing professional development.

Pasadena High School's Employment Policies and Practices Related to Qualification Requirements Are Clear

Pasadena High School teachers and classified staff are bound by their respective union contracts and codes of conduct. For example, teaching staff adhere to the United Teachers of Pasadena contract. Most employment policies and practices are dictated by this contract and are standardized across the district. School site policies and practices specific to Pasadena High School are shared with and reviewed with staff throughout the school year in common staff meeting times and other ways (memos, emails from administration).

Evidence:

- Knowledge of and adherence to United Teachers of Pasadena contract by faculty and administrators.
- The Emergency and Disaster Handbook is provided by administration in the first quarter of each school year to all staff members with detailed instructions for teachers on what to do in the case of any emergency.

Our School's Procedures Ensure Staff Members are Qualified, Trained, and Prepared for Their Responsibilities

PHS has a qualified staff that facilitates the achievement of academic standards and Student Learning Outcomes through ongoing professional development and trainings.

Teacher Credential Status					
Pasadena High School					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Fully Credentialed	68	68	77	73	73
Without Full Credentials	0	0	2	0	0
Working Outside Subject	0	2	2	0	0

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	86.9%	13.1%
High-Poverty Schools in District	86.2%	13.8%
Low-Poverty Schools in District	100.0%	0.0%

Our School Maximizes Use of Staff Expertise

To maximize the impact of instruction on student learning, PHS maintains a qualified staff who are given teaching assignments based on qualifications and expertise whenever possible. In addition, teachers are provided with training for new teaching assignments as well as ongoing professional development for current staffing assignments.

Evidence:

- Administration annually asks teachers to submit requests for their desired teaching assignments for the next school year and attempt to take these requests into account when making the master schedule.
- Administration has begun to seek the input of department chairs when making teaching assignments during master calendar planning. Department chairs can advise and make suggestions for the best allocation of teacher and subject expertise in terms of staffing assignments.
- Teaching assignments are based on teacher expertise, background qualifications and education, and training/professional development.
- Over the past several years, teacher-led professional development, both on special pullout days, as well as during "A" Monday Common Meeting Times has increased dramatically. In particular, our teacher "experts" in English Language Learner instruction have in-service the entire faculty over the course of the past two years on best practices for the school's ELL population. In addition, faculty varied subject areas have led trainings in online database/grade book management, Response to Intervention, and other online programs used by staff.
- When teachers are assigned a new AP course, they are sent to AP training within the first year.
- AP teachers are offered training and professional development opportunities whenever possible, beginning the first year they teach their course, which also continues throughout the year.
- Many departments have pull-out days throughout the year, or are paid for extra hourly work by administration who make the funds available, to design subject matter common assessments, rubrics, or common core aligned pacing guides and curriculum units. In this process, PHS relies on the expertise of faculty members

and district coaches to both lead and drive planning and curriculum as they relate to student learning.

- All departments meet on a regular basis to plan curriculum, created common assessments or performance tasks, and review subject-matter data.
- The School Site Council is active on campus, meets regularly, and relies on the expertise and professionalism of faculty, classified, and administrative members.
- The Site-Based Leadership Team, recently revived by the teaching staff, meet regularly to review campus management, operational issues, and school policies.

Clear Administrator and Faculty Written Policies That Define Responsibilities and Operational Practices

Pasadena High School strives to maintain clear and consistent written policies, charts, pacing guides and handbooks that define responsibilities, operation practices, decision-making processes, and relationships of leadership and staff.

Evidence:

- Administration distributes an org chart each year to all staff delineating areas of responsibility of each administrator on campus.
- Departments are given meeting time to collaborate and develop pacing guides and departmental or subject-area common practices in relation to student learning.
- Policies exist for staff regarding school rules and operational procedures. Most years, a staff handbook is distributed to all faculty outlining all school procedures (attendance, tardies, dress code, etc.)
- A clearly defined system of teacher evaluation and supervision is in place and is standards-based and adheres to contract guidelines.
- A formal grievance process, as outlined in the teacher contract, is followed when issues cannot be resolved at the informal level.

Internal Communication and Planning

Pasadena High School has effective structures for internal school communication, planning, and resolving differences. There are many formal and informal practices and mediums for all stakeholders to communicate with each other.

Evidence:

- The majority of school communication is paperless and conducted using the district's Gmail system.
- A Weekly Bulletin is circulated each Monday to all students and staff.
- Several groups, with a variety of membership combinations from all stakeholders, exist and meet regularly throughout the school year.
- Administration consults with counseling and department chairs when planning the master schedule.

- In addition to administration, teachers, parents, and students are often invited to participate in the interview process when hiring new teachers.
- The Registrar's Office is an area of particular strength in information management - many memos, emails, reminders come from the registrar's office on an as needed basis to inform staff on important issues.

Staff Actions and Accountability to Support Learning

PHS evaluates the effectiveness of our school processes and procedures for involving staff in informal and indirect ways.

Evidence:

- A member from both the English and Math departments act as "coaches" or Common Core Lead Teachers and work closely with administration in monitoring the implementation of Common Core.
- The Site-Based Literacy Team meets on a regular basis to evaluate the decision-making process and practices at the school.

Evaluation of Existing Processes

The school leadership reviews the Pasadena High School's existing processes to ensure the actions of the administration and staff focus on successful student learning.

Evidence:

- Administrators follow district and United Teachers of Pasadena contract guidelines for informally and formally evaluating faculty and staff each year based on California's Professional Development Standards in order to ensure best practices are in place.
- Administration meets with Department Chairs to review school policies and procedures.

Areas for Growth

- In past years, the staff handbook has been vigilantly kept current and distributed at the beginning of each new school year. Recently, the handbook has not been made available to faculty or staff, nor copies distributed.
- More department meeting time is necessary; much of the time previously allocated for departments meetings has been utilized for mandated training sessions for all staff or WASC.
- There needs to be a new employee orientation, however brief, to help new staff learn basic school procedures such as attendance taking, online gradebook, attendance/tardy/dress code policies, etc.

- One of the difficulties with internal communication has been the recent turnover rate among site administration. There has been a loss of institutional memory when it comes to some important systems that help new and veteran staff.

A5. Leadership and Staff Criterion

Leadership and staff are involved in ongoing research or data-based correlated professional development that focuses on identified student learning needs.

Our School Supports Professional Development

PHS devotes time, personnel, materials, and fiscal resources to professional development and training to increase the professional competency of all staff as they facilitate their students in achieving the school-wide learning outcomes.

Evidence:

- The faculty and staff at PHS are committed to professional development on "A" Monday mornings. These meetings range from full-staff meetings to department or committee meetings. Several academic, procedural, and operational topics are discussed with a primary focus on student achievement.
- In-service pupil free days are district-driven and occur multiple times per year. Teachers often meet by department and subject area with colleagues from around the district to discuss and share best practices, be trained in new technology (website, Naviance, Chrome book usage, web-based grading system, etc.)
- Counselors attend College Board, UC and CSU conferences.
- In addition, Counselors attend monthly meetings at the district with colleagues.
- AP teachers have been offered and attended summer trainings and workshops for the past several years.
- Many teachers in the History department received a district-level grant to participate in the Teaching American History program over the course of many years through the Huntington Library.
- All teaching faculty have been trained multiple times over the past two years on best practices for the school's EL and SPED population.
- For the first time in ten years, the district recently carried out a full day training for secondary language teachers.
- Multiple pull-out days for English and Math departments for trainings led by Common Core 'expert' faculty members.
- A grant for the Biology department provides four days per year of professional development.
- The Fine Arts department visited the East LA School of the Arts on a professional development visitation
- The school and district provide substitute coverage when teachers attend professional development trainings and seminars.

Our School Implements Effective Supervision and Evaluation Procedures

At PHS, administration follows the UTP guidelines for teaching evaluation procedures. These guidelines stipulate that probationary teachers will be evaluated each year they are on probation, a minimum of two years. If two satisfactory evaluations are given in a row, the teacher becomes 'permanent' and undergoes the evaluation process every other year for their tenure with the district. The evaluation process involves 1-2 informal observations, 1-2 formal observations, and 1-2 meetings between teacher and evaluator/administrator. If a teacher is in need of improvement, the administrator can recommend PAR (Peer Assisted Review) which is provided by the district and provides additional and specialized support for a teacher "in need" who has received a unsatisfactory evaluation.

Evidence:

- Formal evaluation process conducted by administrators per UTP guidelines.
- Evaluations are intended to be supportive in nature and a learning process especially for new teachers.
- It should be noted that the district and UTP are currently in negotiations regarding current evaluation procedures. They are working on a new evaluation model to better reflect the supportive nature of the evaluation process.

Measuring the Effectiveness of Professional Development

In PUSD, more time is spent planning and implementing professional development, but more time could be allocated to assessing the effectiveness of professional development sessions. At district-wide professional development days (several throughout the year), teaching and classified staff are sometimes given choices on sessions to attend. When sessions are assigned based on subject area, the opportunity for evaluation is always provided at the end of the training session. On site at PHS, the process for measuring the effectiveness of PD is more informal and done between colleagues in department meetings.

Areas for Growth

- Evaluations and teacher observations should not just be limited to the formal process every other year. Administration, if time permitted, should conduct more classroom walk-throughs in an effort to build better teacher-evaluator relationships and create more of a presence in the classroom in front of students.
- The effectiveness of professional development could be better measured both at a district and school-site level.

A6. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) to support students in accomplishing the academic standards, the college-and career-readiness standards, and the school-wide learner outcomes.

Allocation Decisions

Pasadena High School determines the allocation of resources on the basis of how it will affect student achievement and student well-being. All resources are utilized with the goal of supporting our students' academic, physical, and emotional development. The School Site Council, School Leadership Team, PTSA, and ELAC committees hold monthly meetings, which include parents, staff, administration, and students. The School Site Council works to allocate funding to meet the needs of students. And this is also reflected in the School Single Plan for Student Achievement.

Part of PHS's vision statement is to develop in our students a rigorous academic foundation, and to that end, we have allocated the majority of our resources to this important endeavor. Pasadena High has a library with updated computers and an after-school program called LEARN's which supports all students who seek academic tutoring and support. We have recently installed campus-wide wireless internet access so that students can work on projects that require internet from anywhere on campus. In some courses online text and learning materials are available.

Another part of our vision statement is to develop in students a productive work life, now and in the future. This goal is directly linked to preparing students for college and career. PHS has a fully staffed college and career center where students can receive support for college applications, financial aid, work permits and school related topics. This year PHS rolled out an online program called Naviance, which assists students in researching and applying to colleges. PHS has also purchased and is piloting the ECCO curriculum that addresses the goal to meet college and career readiness standards. We have three different college and career pathways as well as numerous career exploration after school classes offered by LA County R.O.P. Within these pathways internship opportunities are available to students.

The third part of our vision statement states that we hope to instill quality citizenship in our students. The school offers a significant number of programs to develop the whole person. We offer numerous athletic opportunities; two dance teams, ROTC, band and dozens of clubs. The S3 grant has provided leadership status for exemplar students as Safe School ambassadors.

Evidence:

- Library with a collection of books and over 40 new computers that are available for student use before, during and after the school day
- 12 Chromebook carts purchased

- LEARN's program which offers enrichment classes and tutoring almost daily
- Thysis after-school credit recovery program led by PHS staff
- Summer AP training for staff
- Fall and Spring semesters Academic Achievement awards ceremony
- College and Career Center with an embedded ROP staff member
- Naviance college exploration and application system
- Numerous ROP classes offered during the school day and after school
- Three college and career pathways spanning from fine arts, graphic design, computer science and law and public service
- Academic counseling center on campus
- College representatives visit PHS regularly to share information
- Dozens of athletic teams
- R.O.T.C. program
- Orchesis dance team and a traditional cheerleading team
- Band and choir
- Numerous student clubs
- Associated Student Body (ASB) student government

Facilities

Pasadena High School is situated at the base of the beautiful San Gabriel Mountain range and is the largest school in the PUSD. The campus is over 60 acres and its facility contains 118 classrooms that serve approximately 2,000 students. Our facilities support the PHS vision and mission in several important ways. First, our campus has the resources and space to accommodate both the academic, athletic, creative and social development of our students. There are more than enough classrooms for the size of our student body and each one is compliant with state and federal laws governing student safety. Additionally, PHS is ADA compliant with a elevators and handicap accessible ramps.

Evidence:

- 118 classrooms
- 2 gymnasiums
- 2 Performing Arts theatres
- Cafeteria
- Library and ROP College and Career Center
- Pool complex
- Athletic fields and weight training center
- Mac computer lab that teachers can reserve to use with students
- Two Google Chromebook carts that teachers can check out to use with students
- Campus-wide wireless internet
- ADA compliant wheelchair ramps and elevator access for disabled students
- Central air and heating in all classrooms

Instructional Materials and Equipment

Every PHS teacher is guaranteed basic instructional materials. For instance, every teacher on campus has a computer with Internet access and a printer that are both supplied by the school. Every teacher has access to the textbook ancillary items through the school library. Teacher editions, CD ROM's and other textbook aids are available to check out at the staff's discretion. Beyond a computer, printer and textbook materials, most teachers go through their department to obtain LCD projectors, bulbs, ink and other office supplies. Additionally, the Pasadena High PTSA provides a grant to every member to purchase office supplies and the Pasadena Educational Foundation also awards grants for instructional materials. Two of the college and career pathways, CAMAD and LPS, also receive grants that may be used for instructional materials and equipment.

Evidence:

- Whiteboards in every classroom
- Computers and a printer in every classroom
- Most staff have an LCD projector or an overhead projector; depending on preference

Well-Qualified Staff

Pasadena High School, like many other public schools in California, has had to limit its hiring of new faculty and staff as a result of the Great Recession. We look forward to the restoration and possibly even the increase of funding that might enable the hiring of new employees. The primary mechanism for supporting new teachers in the Pasadena Unified School District is BTSA. A two year program, BTSA pairs new teachers with a mentor teacher for support and provides the training necessary to clear California preliminary credential.

Of the credentialed staff and faculty 67% has a Master's Degree or above, which includes six faculty members possessing Doctorate Degrees. Among faculty members the average years of education service is 14 years, and an average of 12 years of experience working in the Pasadena Unified School District.

Credentialed Staff Education Level and Service Report					
	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Doctorate	4	3	3	6	6
Master's Degree +30	56	55	57	52	54
Master's Degree	1	2	3	5	7

Bachelor's Degree +30	25	27	26	23	24
Bachelor's Degree	9	8	9	4	9
Less than Bachelor's	0	0	0	0	0
None Reported	1	1	0	0	0
Total Staff	96	96	98	95	100
Avg. Years of Ed. Service	14	14	13	15	14
Avg. Years in the District	12	12	12	13	12

The central method of training for most staff in PUSD is done during "Professional Development Days" that are held several times a year as well as two hours every other Monday which is known as "A Monday" staff development days. During these P.D. Mondays faculty and staff receive training and engage in collaboration with colleagues.

College and Career Pathways teachers at PHS also receive a considerable amount of additional training. For instance, a one-week summer training session is usually offered for all pathway teachers. In addition, several pull-out days throughout the year are available to pathway teachers at PHS to integrated curriculum, and student success strategies.

Evidence:

- BTSA induction for new teachers
- District Wide Staff Development days
- Site-specific A Mondays
- College and Career Pathways training
- AP summer training for every PHS AP teacher
- Peer to peer training during staff development days

Areas for Growth:

- Some classes need more textbooks or updated textbooks.
- Some teachers could use updated technology in their classrooms.
- Budget cuts have reduced our custodial staff to a bare minimum and our campus reflects that at times.
- PHS could really use some more security staff to ensure that students are in class and safe at all times

Chapter IV: Self-Study Findings

B: Standards-based Student Learning: Curriculum

Focus Group B: Standards-Based Student Learning: Curriculum

Group Members

Stacy Andrews *Math Teacher*	**Albert Nyland** *Special Education Teacher*
Alfonso Clemente *Spanish Teacher*	**Margarita Perez** *Spanish Teacher*
Diana Costa *ASB Bookkeeper*	**Ana Perez Borroto** *Spanish Teacher*
Todd Dirks *Art Teacher*	**Marissa Quiroz** *English Teacher*
Scott Eaton *Social Studies Teacher ASB Advisor*	**Lorena Ramirez** *Senior Clerk Typist*
Jeanne Hart *French Teacher*	**Terry Ruddy** *Social Studies Teacher*
Jose Herrerea *Math Teacher*	**Alex Schultz** *Art Teacher*
Jennie Jacobsen Huse *Physical Education Teacher*	**Janet Silverman** *English Teacher*
Lupe Jimenez *Data Control Clerk*	**Matthew Smith** *Social Studies Teacher*
Teresa Martinez *Counselor*	**Allison Steppes** *Counselor*
Elizabeth Najera *English Teacher*	**Joshat Thuku** *Science Teacher*

Category B: **Standards-based Student Learning**

B1. Curriculum Criterion
All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the School wide Learner Outcomes (SLOs). Through standards-based learning (what is taught and how it is taught), these are accomplished

Current Educational Research and Thinking

Pasadena High School uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.

Teachers at Pasadena High School attend professional developing training in their respective disciplines. Because of the creation of the Common Core State Standards, teachers have attended Common Core training in their fields. The Common Core training has happened during Monday morning staff meetings, department meetings, and district professional development days.

Also, teachers at Pasadena High School have attended a number of training sessions aimed at helping SPED and EL students. Some of this training has happened during Monday morning staff meetings. Other training sessions have occurred as full day professional development. During these full day training sessions teachers are broken up into their departments to better specialize the training to ensure its relevance to their discipline.

A number of teachers at Pasadena High School also attend district wide meetings in which district common assessments, teaching units, and lessons are developed to help teachers in the district meet the new Common Core State Standards. PHS teachers developed these common assessments, teaching units and lessons both during the school year and during the summer.

Teachers in the English and Math departments have had pull out days in order to develop, modify and review common assessments, teaching units and lessons that will prepare students for the Common Core State Standards and the new state tests that go with these standards.

Advanced Placement teachers attend summer training sessions at multiple locations in Southern California where they receive the newest strategies, techniques, lessons, and materials for Advanced Placement courses and tests. Since a number of AP tests have undergone or are undergoing redesign these trainings have helped keep the AP teachers up to date on the most recent developments in regards to the AP tests.

All Advanced Placement teachers are required to submit a syllabus to the College Board for approval of the course. The AP audit ensures that the courses are using the proper material and that the course is being taught with the rigor that is to be expected from an Advanced Placement class.

Pathway teachers attend relevant workshops and conferences to stay up to date on the best ways to integrate the Common Core standards into the Pathway courses in order to make them relevant to the students that they serve in the Pathways.

Evidence

- A Monday faculty meetings
- Department meetings
- A.P. Summer workshops
- Pathways conferences
- Common Core Training
- District led EL training
- District led SPED training
- Common Core Lesson Plans, Units and Assessments
- Career Pathway Development
- Faculty Meetings Agendas
- Course Book
- SLOs
- Educating for Careers Conferences (CAMAD and LPS)
- California Math Conference

Academic Standards for Each Area

Pasadena High School has defined academic standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC "A-G" requirements.

Teachers at Pasadena High School have defined standards for the subject matter they teach that work with the Common Core State Standards. These standards are defined in the course syllabi that students and parents receive. Also, teachers at submit these syllabi to the administration to review and keep on file.

Advanced Placement teachers at Pasadena High School have submitted syllabi to the College Board. The College Board has approved all of these syllabi. Advanced Placement teachers also have requirements for their courses that are shared with other teachers in their respective departments and counselors in order to help in recommending students for Advanced Placement courses. These requirements are shared with students and parents so they can make an informed decision on whether or not to take AP courses and which ones to take.

This information is also presented at both of the two AP parent nights that are held each year.

Each of the Pathways on campus takes part in recruiting at the middle schools. Each of the Pathways has a list of requirements, expectations and standards on their individual websites or on the school website.

Pasadena High School uses an after school credit reclamation program (Thesys). Thesys is two hour after school class for students that are falling behind in terms of graduation requirements. These courses are offered in English, History, Math, Science, Foreign Language and Electives. These courses have a list of requirements and standards that include not only subject matter standards but Common Core standards as well.

Evidence

- Course syllabi submitted to administration
- Course descriptions submitted to administration
- AP syllabi submitted to and approved by the College Board
- Counselor meetings
- Department Chair meetings
- Department meetings
- Student- Counselor Conferences
- Student Programming
- Adaptive PE
- AP Course Audit
- Common Assessments
- Pacing Guides
- U.S. News and World Report Silver Award
- Thesys Credit Reclamation

Congruence

At Pasadena High School there is congruence between the actual concepts and skills taught, the academic standards and the school wide learner outcomes

Pasadena High School has a focus on writing across the curriculum. This has helped ease the transition to the Common Core State Standards.

Teachers in all subject matters have some form of writing as a component to the curriculum. Science and history teachers use the Common Core State Standards for writing as well as their individual subject content standards. Physical Education has a number of different writing assignments that go along with the physical skills they are taught.

Advanced Placement teachers use the College Board rubrics to instruct students on writing short answers, free response questions and document based question. Teachers in many of the Advanced Placement classes teach writing strategies and techniques along with the subject matter of their courses

Teachers at Pasadena High School use projects as a way of tying together multiple lessons, units and concepts. These projects not only encourage students to write critically, they show students concrete and sometimes real word applications for the subjects they are being taught

Department time is spent going over ways in which to implement the new Common Core States Standards and how to integrate them with content standards. Department time is also used to create, modify and review new benchmark assessments.

Evidence

- Writing across the curriculum
- Common Core State Standards for writing implementation
- Benchmark assessments
- Writing assignments in Thesys (credit reclamation)
- Advanced Placement Rubrics

Student Work – Engagement in Learning

Pasadena High School uses an examination of samples of student work and snapshots of student engagement in learning to demonstrate the implementation of a standards-based curriculum and the school wide learner outcomes.

Individual teachers use student work and snapshots of student engagement to gauge where students are in each of their respective classes. Also, in the department meeting teachers share student work and stories of student engagement to help teachers understand what is working and what is not working. Teachers also spend time before school, during lunch, and after school talking with colleagues about what is going on in their classrooms.

Individual departments create, modify and review common assessments. The History and English Departments will regularly break into subsections based on the specific grade in the department that they teach to review scores with each other. The Math and Science Departments will break into subsections based on the specific subject that they teach to review scores with each other.

Pathway teachers at Pasadena High School have common conference periods that allow them to review the progress being made in the individual Pathways. Advanced Placement teachers have had after school meetings in order to discuss what skills students will need to be successful in Advanced Placement classes.

Evidence
- Department meetings
- Pathways common conference periods
- Pathways parent/teacher conferences
- AP teacher meetings
- Common Assessments
- Informal meeting at lunch to discuss classes and students

Accessibility of All Students to Curriculum

At Pasadena High School there is a rigorous, relevant, and coherent curriculum that is accessible to all students through the courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school's instructional practices and activities facilitate access and success for special needs students.

At Pasadena High School all classes are accessible to the students. The Advanced Placement classes have requirements, but these requirements are not barriers to admission but requirements for success in the course. The College Board and the district both have a policy of "open access" to AP courses. Pasadena High School follows that policy as well. Any student that wants to challenge themselves in an Advanced Placement classes is permitted to do so with "informed consent"

Pasadena High School now has multiple pathways for students. These pathways are open to a wide range of Pasadena High School students. Also, with the district's Open Enrollment policy these pathways are open to students throughout the district.

Teachers, counselors, administrators, parents and students meet to go over IEPs and 504 plans to help facilitate success for the students with special needs. Teachers at the school implement these plans.

Pasadena High School Uses an after school credit reclamation program (Thesys). Thesys is two hour after school class for students that are falling behind in terms of graduation requirement. These courses are offered in English, History, Math, Science, Foreign Language and Electives. These courses have a list of requirements and standards that include not only subject matter standards but Common Core standards as well.

Evidence
- Advance Placement "open access"
- Multiple Pathways
- IEP Meetings
- 504 Plans
- Thesys

Integration among Disciplines

There is integration among disciplines at Pasadena High School. With the new Common Core State Standards reading and writing are more stressed than they were with the CST. Because of this, writing strategies and techniques that might have been limited to English courses before are now being taught in the other subjects. This has led to many teachers talking to English teachers about how to best go about teaching these new writing standards in their subject area.

Teachers in the Pathway courses have common meeting times that enable them to integrate curriculum across the courses. These teachers also integrate projects that cut across the curriculum and require the students to infuse the skills and content they are being presented in multiple disciplines. These integrated projects are aligned to the Pathway theme, some are full integration while others are between two courses.

AP teachers meet to discuss what is going on in the AP program and look at how the different courses can integrate some of the material that is being taught. The English and Social Science courses both use some of the same material and strategies, such as the use of rhetoric to craft an argument and persuasive essay.

Evidence
- Writing across the curriculum
- Pathway common conference periods
- AP teacher meetings
- Informal meeting at lunch to discuss classes and students
- Pathway Integrated Projects

Curricular Development, Evaluation, and Revisions Policies – Rigorous, Relevant, Coherent Curriculum

Pasadena High School assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc. PHS assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, grading policies, and homework, policy, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is involvement of key stakeholders.

Pasadena High School develops many of these in department meeting. PHS has a large representation at all district workshops and meetings where many of these topics are developed. Parents are also involved in terms of the School Site Council (SSC), School Leadership Team (SLT), and the English Language Acquisition Committee (ELAC)

The different departments at Pasadena High School meet to discuss the pacing in each of the courses. They also go over common assessments, lesson plans, grading policies and homework polices. Teachers throughout the district created this material over the past few years by the Curriculum Revision Workshop (CRW). Pasadena High School had multiple representatives from all the core academic departments at the CRW meetings.

Pasadena High School changed the online credit reclamation program they were using in order to create an online program that is more rigorous, relevant and coherent. The old program (APEX) was far too simplistic. Classes offered little content and the test and quizzes were at a basic level. Students were able to finish courses in a couple of weeks. Many teachers and counselors doubted the rigor of this program, now Pasadena High School uses Thesys. Thesys courses are more in depth and challenging. There are a wide range of exercises and assignments that range from multiple-choice tests to essays and power point projects. This change has brought the online classes to a much higher level of rigor.

Evidence
- Department meeting
- Common Assessments
- Pacing Charts
- Thesys
- SSC
- SLT
- District Meetings and Workshops
- Single Plan for Student Achievement (SPSA)
- End of Semester Assessment
- End of Course Assessment

Articulation and Follow-up Studies

Pasadena High School articulates regularly with feeder schools and local colleges and universities. Pasadena High School has an annual 8th grade shadow day in which students tour the campus with PHS student guides. They also visit multiple classes and get a glimpse at what life at Pasadena High School is like

During the second semester of the year Pasadena High School has an AP parent night. Many parents of incoming 9th graders will attend this meeting to get some idea about the Honors and Advanced Placement courses.

The individual Pathways at Pasadena High School visit the feeder middle schools to explain the Pathways and what are the requirements and expectations of those Pathways.

Pasadena High School has numerous visits from local colleges (2 year and 4 year). They present the programs offered at their institutions. Our academic counselors, Pathways counselor, and our staff in the College and Career Center also give assistance to students in completing college applications and financial aid applications

Evidence

- 8th Grade Shadow Day
- AP Parent Meetings
- Pathways recruitment at middle schools
- College and Career Center
- College and Career Fairs

Conclusions

Strengths

*Teachers are continuing to create, modify and review curriculum, pacing and assessments that fall in line with the new Common Core State Standards and the new state tests.

*Teachers at Pasadena High School use writing across the curriculum as a way to increase the writing ability and critical thinking of all students

*Pasadena High School has increased the size of the AP program. We have increased the number of courses and sections being offered. More students than ever have access to these rigorous courses. Additionally more students are taking the AP exams and passing them. Pasadena High School received the U.S. News and World Report Silver Award for its AP program.

*There has been a greater focus on the EL and SPED students. Teachers have been given strategies for working with EL and SPED students in their various disciplines. Teachers have had much more training in how to implement Common Core State Standards and subject material for EL and SPED students.

Opportunities for Improvement

*There needs to be more time for department meetings. Mandated training in EL and SPED have been very valuable, but department meeting time has suffered.

*There needs to be a continued focus on the 10th grade CAHSEE pass rate.   The numbers have remained mostly stagnant over the past few years.

*Teachers at Pasadena could use more time to meet with teachers from other disciplines. This is more needed than before due to the new Common Core State Standards. Meeting with the ELA teachers would be useful for all teachers in all departments.

B2. Curriculum Criterion
All students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals.

Variety of Programs – Full Range of Choices

Students at Pasadena High School are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Counselors meet with students early in the second semester in order to begin programming classes for the next year. This also helps to establish the master schedule early enough to eliminate conflicts and make sure that the number of sections of a particular course meet the demand from the students.

Students at Pasadena High School have many options when it comes to their area of study. PHS offers 19 different AP courses in English, Math, Science, Social Studies, Art and Foreign Language. These courses have suggested requirements to help students understand what will be asked of them in these courses. However, there are no barriers to prevent students from taking these courses. There are also Honors classes in English and Social Studies for students that want to take a challenging class, but might not want to take an AP level course.

Pasadena High School now has multiple Pathways. The Graphic Communications Academy (GCA) and Visual Arts and Design Academy (VADA) have been combined to form CAMAD (Creative Arts, Media and Design) Pathway. Pasadena High School also has a Law and Public Service Academy (LPS) which "is a four-year college preparatory program specifically designed for students with interest in legal, government or protective service careers". PHS also has an App Academy which "is an innovative four

year program where students learn computer science through mobile, web, and game development."

Students at Pasadena High School also have a large number of extra curricular activities to choose from including but not limited to athletics, dance drama, and music. The students a wide range of clubs to join.

Evidence
- AP Course Offerings
- Honors Course Offerings
- CAMAD, LPS, and App Academies
- ROP courses
- Extra-curricular activities
- List of clubs
- Naviance
- Open Enrollment
- PSAT for all 10th and 11th graders with a 3.0 or higher G.P.A.

Student-Parent-Staff Collaboration

At Pasadena High School parents, students, and staff collaborate on developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career, and/or other educational goals.

Every year, each student meets with his or her counselor to plan what courses are needed to fulfill the high school graduation requirements and A-G requirements. Students are given a number of different educational course options to help them meet the requirements.

The counselors at Pasadena High School are assigned a section of the alphabet and remain the student's counselor for the full four years they are at PHS. This allows students and counselors to become familiar with each other. This creates multiple opportunities for students and counselors to go over the students learning plan and goals

Counselors, teachers, and administrators meet with students and parents when there is a need for an IEP or a 504 plan. These meetings help modify courses so they will align with the student's individual needs and strengths.

Parents can monitor the progress of their student through the use of the Parent Portal. Parent Portal is an online service that provides up to date information on student progress. Parents are given information on signing up for Parent Portal at registration, Back to School Night, Open House, email, and notices sent home. This helps parents stay up to date with the academic progress of their student. They are also able to monitor absences and tardies with this system

Pasadena now uses Naviance. Naviance is a Web-based program designed specifically for students and families. The Naviance Family Connection is a comprehensive website that will help students research and make decisions about everything from high school courses to colleges and careers. This program and its services are provided to all secondary schools in PUSD. Pasadena High School has customized the pages for students, based on their grade-level, giving them access to age-appropriate resources for course, college, and career planning. Some of the available resources include:

- Building multi-year course plans (4-year plan)
- Researching local scholarship options
- View permanent grade history
- SAT Test Prep program
- Searching for colleges and viewing multimedia college profiles
- Displaying scatter grams and application statistics from PHS
- Registering for college visits
- Requesting official transcripts and letters of recommendation
- Accessing Web links and custom pages from PHS
- Exploring personality types and career interests

Training for Naviance is done for all students 9th-12th due to the unique nature of what the program offers different grades. Training has also and continues to be offered after school for parents.

Students in the AP program also use Shmoop which is an online study guide with summarizes, activities and practice tests. Students are able to log in and take a practice exam and get immediate feedback on their score and on what questions were missed. The teacher also gets the scores as well as class and individual breakdowns on which questions were missed. This helps the instructor understand which subjects require further explanation and review. Many of the AP teachers at PHS use Shmoop as an extra source of review material for helping students prepare for the AP tests in May.

Evidence
- IEP and 504 plans
- Counselors set up a four year course plan for graduation and to meet a-g requirements
- Two AP parent nights a year.
- Parent Portal
- Naviance
- Shmoop

Monitoring/Changing Student Plans

Pasadena High School implements processes for monitoring and making appropriate changes in students' personal learning plans and regularly evaluates student progress.

Students are monitored by counselors to make sure that they are meeting graduation requirements. Counselors notify parents when students are not meeting those

requirements and with the parents' input create a plan to help those students meet graduation requirements. Counselors request SST meetings with the student, parents and teachers if they feel that the student is not meeting expectations. Students and parents are able to monitor grades, citizenship, and attendance through the use of the online Parent Portal program.

Online credit reclamation course are offered online for students that are falling behind as it relates to graduation requirements. Thesys offers students courses in English, Social Studies, Math, Science, Foreign Language and Electives. Pasadena High School teachers monitor these courses. Thesys classes meet for two hours after school Monday through Thursday.

Pasadena High School students can also sign up for Twilight School. Twilight School is a program offered by the district for students that need credit reclamation. Twilight School is located at a centralized location within the district. Students from all the high schools can take part in the program. The program is a combination of traditional classroom instruction and online learning.

SPED students receive personalized attention from teachers, counselors, administrations, and case managers for appropriate placement in courses. Teachers, administrators, counselors, students, and parents take part in the IEP process and in creating 504 plans for students.   Teachers at Pasadena High School implement these plans after they have been discussed and approved.

English Learners are assessed using the CELDT to monitor their progress, and their appropriate ELD level. EL students have access to a tutoring room, where they are tutored in Math and ELA. Teachers are informed of which students are EL and what their language acquisition levels are by and numerical mark on the online attendance

Evidence
- Counselor meetings with students
- Programming of students
- SST meeting with students, parents, and teachers
- Parent Portal
- Thesys
- IEP meetings
- 504 Plans
- CELDT testing
- EL Tutoring Center
- Twilight School

<u>Post High School Transitions</u>

Pasadena High School implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness. The counseling department arranges for representatives of multiple colleges to come to campus to meet with students and answer questions. These schools include community colleges, Cal States, UCs and private colleges.

Pasadena High School now uses the Naviance program. All students have received training for this program that helps students make decisions on which colleges and universities are best for them.

Pathway students work with community partners in their specific field to see and participate in real word applications of the subjects that they are studying. For the past few years students have worked with the advertising agency Saatchi and Saatchi. Students work with mentors provided by Saatchi and Saatchi and create an ad campaign for a non-profit organization.

Evidence
- On campus visits by college representatives
- PUENTE field trips to area college and universities
- AP program provides opportunity for college credit
- UCLA EAOP services
- Enrollment in PCC courses
- Thesys credit reclamation
- Naviance program
- Financial aid workshops
- College Application workshops
- Pathway courses
- Pathway field trips
- ROP courses
- College and Career Fair

<u>Conclusions</u>

<u>Strengths-</u>

- The number of students taking AP courses has increased. The number of AP courses being offered has increased. The number of students taking the AP tests has increased. The number of students passing AP tests has increased
- The creation of more Pathways on campus has helped students find an environment that is conducive to their interests.
- Parent Portal and Naviance enable parents to be more active in monitoring grades, attendance, and college requirements

Areas for Improvement-
*Pasadena High School needs a way to monitor the after high school educational success of their graduates

B3. Leadership and Staff Criterion
Upon completion of the high school program, students have met all the requirements of graduation.

Meeting Graduation Requirements and Real World Applications – Curriculum

Pasadena High School implements academic support programs to ensure students are meeting all requirements, including the CAHSEE

Pasadena High School students consistently meet requirements for graduation. PHS maintains a graduation rate well over 90%. All graduation requirements are clearly explained to students and parents. Students and parents work with the counseling department to stay on track for graduation and to meet the A-G requirements. Counselors meet with students on an annual basis to review their transcripts and discuss plans for the next school year (or life after graduation).

Students who fall behind in the graduation and/or A-G requirements have multiple options, including summer school, Thesys (online on campus program), Twilight school (district program at Rose City), or local community college classes.

Pasadena High School students perform well on the CAHSEE. First time test takers pass at a rate well over 80% in both ELA and Math. Students pass at a rate much higher than the district average in both ELA and Math.

There are intervention meetings with students and their parents to discuss graduation requirements, which specify the number of units need to graduate and the need to pass the California High School Exit Exam (CAHSEE).
Pasadena High School has special CAHSEE "blitz" days. On Saturdays students that need to pass the CAHSEE come to campus for special tutoring sessions in ELA and Math for four weeks leading up to the test.

Individual teachers use a variety of methods to notify students, parents, and counselors if a student is in danger of failing. The most common method is through the use of the Parent Portal which provides up to date information on a student's current grade and any missing assignments.

Also, teachers provide the administration and counseling department with a tutoring schedule. This helps counselors work with students that are failing. Teachers provide time before school, during nutrition, during lunch, and after school to tutor students that are struggling.

The after school and summer school programs of Pasadena LEARNs offer engaging enrichment, leadership, and learning opportunities for K-12 students in the Pasadena Unified School District. Activities complement the school day, and include homework help, leadership, visual and performing arts classes, structured recreation, academic enrichment activities, and literacy development. Field trips are a regular feature of Pasadena LEARNs' spring break and summer programs.

Evidence

- Teacher tutoring schedules are submitted to the administration and department chairs.
- CAHSEE "Blitz"- Saturday review sessions for both ELA and Math
- AP Saturday review workshops
- Parent Portal
- LEARNs tutoring
- Teacher tutoring schedules
- CAMAD
- LPS
- APP Academy

Conclusions

Strengths-

*Teachers at Pasadena High School are always available to students for tutoring before school, at lunch, or after school
*The use of Parent Portal has allowed parents better access to information
*CAHSEE rates compared to the district are very favorable
*Graduation rates compared to the district are very favorable.

Chapter IV: Self-Study Findings
C: Standards-based Student Learning: Instruction

Focus Group C: Standards-Based Learning: Instruction

<u>Group Members</u>

Anthony Brooks	Physical Education Teacher
Deidra Edwards	Special Education Teacher
Rosemary Evans	Special Education Teacher
Maria Gonzales	Clerk Typist
Lori Hall	Foreign Language Teacher
Jennifer Hambarsumian	English Teacher
Harriet Hammond	Mathematics Teacher
Chris Hart	Foreign Language Teacher
Amanda Hillig	Performing Arts Teacher
Clair Hoffman	Science Teacher
Joy Jackson	English Teacher
Dereck Jones	Physical Education Teacher
Benjamin Lambert	Science Teacher
Robert Lytle	Special Education Teacher
Osvaldo Mejia	Mathematics Teacher
Kevin Mercado*	Sports Medicine Teacher
Isabel Ramirez	Clerk Typist
Jean-Paul Raya	English Teacher
Tatiana Reyes	Community Assistant
Tiffany Rivas	Science Teacher
Jeff Salmon*	Social Science Teacher
Sally Sebenious	Special Education Teacher
Claire Verde	English Teacher
Jan Wright	Parent

*Focus Group Leaders

C1. Instruction Criterion

To achieve the academic standards, the college-and career-readiness standards, and the school wide learner outcomes, all students are involved in challenging and relevant learning experiences.
Overview

Pasadena High School (PHS) courses are challenging and aligned to the college and career readiness standards, the new graduate profile (ratified in November 2014), and the school wide learner outcomes (SLOs) to offer challenging and relevant learning experiences for all students. PHS students have access to honors and AP courses. The instructors charged with these exceptionally rigorous courses are talented and dedicated professionals who strive and succeed in providing an enriched learning environment. PHS is also proud to house three thriving Pathways. One ConnectEd certified CPA (California Partnership Academy) pathway-Creative Arts Media and Design (CAMAD), and two relatively new pathways – Law and Public Service (LPS) and APP Academy, which will both be graduating their very first classes in 2016. PHS offers a stand-alone Sports Medicine Program. All classes and programs are accessible to all students from diverse backgrounds and abilities. Students in Special Education as well as English Language Learners all have access to these programs.

Teachers across campus are trained in a variety of common instructional strategies and in Project-Based Learning so that they are able to provide scaffolding to ensure equitability in learning for all students.

In the past four years Pasadena Unified School District has provided professional development in Project-Based Learning (PBL) to help teachers introduce the new Common Core State Standards.   Since 2012, some teachers have piloted the district-wide common core units for English, math and science. Through PBL, teachers create real-world projects for students that promote critical thinking, collaboration, creativity, and communication.

Instructors work hard to not only create relevant lessons, but to provide students with meaningful and engaging activities such as debates, mock scenarios, reenactments, role playing, open ended discussions, and much more, that enhance a students' learning experience.

Findings	Evidence
Instructors provide class syllabi and course outline to establish a timeline for instruction throughout the semester. The students are expected to know the performance standards and teachers use pacing guidelines to inform the students.	- Class Syllabi - Pacing Guidelines

Instructors post daily objectives and expected outcomes.	- Posted Agendas - Posted Objectives - Posted Class Rules - Posted Standards
Teachers communicate standards for performance. Instructors provide essential questions to students for each unit. Instructors provide packets of information prior to a unit that indicates the instructional material to be covered.	- Sample Essays - Packet Templates - Examples of Novels read - Essay Models
Instructor completes pre-assessments to establish benchmarks and determine prior knowledge. Rubrics are provided to students prior to a new unit to allow students to understand expectations.	- Rubric Templates - Assessment Templates - Focus Questions - Assessment Results
Know, Want to Know, Learned Charts (KWL) are employed as a strategy to identify prior knowledge. Anticipation sets are also employed to access a student's prior knowledge.	- KWL template - Student Result Samples - Anticipation set templates
Differentiated Instruction is incorporated by breaking students up into small groups and using strategies, such as Kagan, for collaboration, practicing real life experiences through PBL, taking students out in the community for community based instruction, such Job Shadows, Field experiences, and internships for pathways.	- Examples of real life scenarios - Pictures of students out in the community - Job Shadow - Internships - Field Experiences - Examples of completed projects

Findings	Evidence
When appropriate, students work in small heterogeneous groups. Small groups respond to critical thinking questions that both teachers and students pose evidence of group findings seen in student essays. Teachers implement technology driven instruction methodology by using chrome books, or iPads to display instructions with film clips, and websites to assist different learning styles. Teachers also use note-taking tools such as Cornell Notes and 4-square to allow students to clarify, comprehend, and analyze information.	• Students Essays based on group projects • Website development • Cornell Notes and 4 Square examples
Journal writing is implemented to expand on ideas and provide evidence for opinions. 17 Multimedia carts with Chromebooks are utilized for Accelerated Reader Programs and testing. Visual images, vocabulary scaffolding, Shmoop AP online, auricular videos mixed with content, enrichment projects, and role playing assignments are also implemented.	• Completed Journal Entries • Results posted from Shmoop • Video examples or links • Images copies • Project examples • Assignment examples
Online quizzes, laboratory experiments at various levels, video showcase, as well as demonstration of hands on activities all are used to enhance the learning experience by various instructors.	• DOC Cam and LCD Projector • Online links • Video showcases • Examples of hands on demonstrations
Teachers differentiate lessons by employing a variety of instructional and scaffolding strategies, such as SDAIE, Kagan, Step up to Writing, and PBL. SPED students receive specified Accommodations and Modifications, kinesthetic learning and auditory learning opportunities, music and instruments are also used to teach various subjects and themes. Pathway students are afforded various industry student certification opportunities including: PhotoShop, Adobe, Illustrator.	• Lessons templates • Material examples • Visual supports examples • Music examples • Showcasing instruments utilized • Completion certificate examples: PhotoShop, Adobe, and Illustrator

Findings	Evidence
Computer-based instructional techniques are utilized to teach graphic design techniques and other innovative software. Online videos that enhance learning are used in many instructors' curricula.PBLis implemented to afford an increased opportunity for engagement, exploration, explaining, elaborating, and evaluating.	• Instructional technique examples • YouTube video links • Web based examples
Relevant small group discussions, directed instructions, and driving questions are used to nurture students' communication and critical thinking skills.	• Evidence of group findings seen in essays • Copies of critical thinking problems • Project Based Lessons • Charts • Manipulation of Data into Practice • Various integrated projects into pathways programs.
Evaluations of writing samples include: CCSS essay prompts rough drafts, final drafts, and open-ended critical inquiry of challenging novels.	• Rough draft with teachers comments • Final Drafts must show progressive responses to teachers comments stated on rough drafts. • Classroom observation of round table discussion

Findings	Evidence
Students are provided opportunities to establish pertinent real world connections to their curricular studies by attending seminars and workshops, participating in competitions, completing internships, and engaging in other community- based activities that enhance surrounding communities. Student work that illustrates the extent to which all students are involved in learning to assist them in achieving the academic standards and school wide learner outcomes include projects that incorporate academic standards, inquiry based laboratory experiments, Rube Goldberg projects with physics, and critical thinking assignments that incorporate real world scenarios.	• Art Projects/Art Shows • History/Science Projects • Pathway integrated projects • Laboratory Reports • Poster Presentations • Research Projects that relate to real world issues • Video Projects Showcasing skills • Essay Portfolio
Students are required to collaborate in large groups, small groups or work independently to complete an assignment. Students are also tested on instruction-based curriculum. Evaluative tools are also utilized to ensure that instruction is effective.	• Classroom Projects • Pair and Share for development of skills • Rubrics • Exit Tickets • Student based power point projects • Tests
Interviews and dialogue with students inform the degree to which learning experiences are relevant in preparing students for college, career, and life.	
Of the small sample of 15 students surveyed, 1 student could definitively state that teachers prepare students for college, career, and life.	

C2 – Instruction Criterion

The faculty, staff and administration at Pasadena High School are focused on using a wide variety of instructional strategies and resources aimed at maximizing student learning, engagement and achievement. Driven by the Common Core State Standards (CCSS) aligned curriculum, the College Board, and Exploring College, Career, and Community Opportunities (ECCCO) curriculum adopted by pathways, teachers and instructional aids utilize vetted and innovative strategies that allow students to effectively interact with teachers, each other, and community.

Thinking Maps, Kagan Strategies, ECCCO, Small Learning Communities, and Integrated curriculum ensure access for all students regardless of ability. PHS teachers are proficient at scaffolding to certify equitability. The goal for all students is that they reach a deep and useful understanding of concepts that they are able to apply to real-life situations. PHS is primarily focused on providing students with the tools necessary to achieve success in college, career and beyond.

Strategies and resources used vary as teachers and staff seeks to meet the individual needs of their students and match them with the demands of the particular career or discipline.

<u>Teachers effectively use multimedia and other technology in the delivery of the curriculum.</u> Twenty-First Century technology continues to be used to provide students access to great depths of information and opportunities to demonstrate their understanding and use knowledge and abilities.

Findings	Evidence
• Overhead projectors, LCD projectors, Smart-boards, Document Cameras	o Model processes (math equations, grammar and syntax, etc.) o Convey information (PowerPoint, Videos, etc.) o Student practice and assessment (in conjunction with interactive software, etc.)
• Web-based applications	o Accelerated Reading Program, math tutorial programs, geopolitical projections, etc.) o Student-made videos and websites o Graphic organizers, graphs, charts, etc. o On-line quizzes
• Google Chromebooks / Computer Labs	o Student access guided educational programs o Students construct small and large projects and submit them to teacher for clarification
• Web-based communication	o Parent Portal allows students and parents to access teachers' grade books, email allows communication with teachers for various ends o Google Doc allows real-time sharing of assignments and projects that allow peer collaboration and editing, as well as teacher guidance and support

Teachers work as coaches to facilitate learning for all students. Upon giving students access to information through lectures, demonstrations, reading assignments, or other methods of instruction, Pasadena High School focuses on guiding students through the process of learning.

Findings	Evidence
• On-on-one tutoring	o During advisory period, Lunch, After school many teachers work with students to gain understanding of content and processes o LEARNs after-school tutoring program (LEARNs staff and PHS faculty provide available to all students in math, science and English)
• Selective seating	o Teachers arrange students throughout their classrooms in such a way that those who benefit from more consistent attention have access to it
• Counseling support	o The counseling department facilitates proper academic placement, as well as parent-teacher-student communication
• Teacher-Parent Communication	o Through email, Parent Portal, face-to-face meetings to address student needs
• Purposeful direct instruction	o Instruction is scaffolded in such ways that build student understanding and guide learning
• Guided Practice	o Time is set aside to check student understanding and correct / redirect processes o Homework corrections and discussions
• Advisory Period	o Many teachers advisory rosters designed to assist students considered at risk o Teacher design this period to foster peer-tutoring o Students are given passes to a different advisory for the purpose of tutoring
• Rough Drafts	o Essays, projects, etc. are subject to in-process assessments for corrections / redirections
• Practice Time	o In all classrooms, especially in music, art, etc.
• Assessments	o Formative assessments with corrections o Daily or weekly quizzes with discussions o On-line quizzes (self-paced)
• Analysis Prompts	o Guided questions for textbook readings, etc.
• Operant Conditioning Strategies	o Positive and negative reinforcements and punishments
• SADIE Strategies	o Pacing, visual and auditory cues, etc.

Student work demonstrates structured learning so that students organize, access, and
apply knowledge that they already have acquired. Assignments, whether self-contained
within a single classroom or integrated with other disciplines, are designed such that
students demonstrate a well-thought-out argument or presentation of their knowledge and
ability to apply it thoroughly.

Findings	Evidence
• Student Portfolios	o Students self-organize and display assignments that demonstrate their progress and achievement
• ELA unit projects	o Students use knowledge of vocabulary and understanding to analyze settings, plots, resolutions, and the use of literary devices
• Science Laboratory Activities	o Students clearly describe every process and analyze results o Emphasizes the scientific method and critical thinking
• Social Science Projects	o Students assimilate information form a variety of sources to find commonalities and distinctions between and among events in history and the modern day
• Math Projects	o Students use their attained knowledge to construct geometric representations, calculations of trajectories, etc.
• Music and Art Projects	o Choir Recitals, Band Performances, Art Shows, Dance Recitals, etc.
• Pathways / Academy Integrated Projects	o CAMAD Projects o LPS Projects o APP Projects

Work demonstrates that students have the tools to gather and create knowledge and have
opportunities to use tools to research, inquire, gather, discover, and invent knowledge on
their own and communicate findings.

Findings	Evidence
• Individual Projects	o Students use manipulatives and relate their experience to academic principles
• Group Projects	o Collaborative projects encourage students to gather information from various sources and apply them to solve / explain realistic problems
• Student-Made Assessments	o Students demonstrate their understanding of content and processes by determining for themselves how it can be explained
• Common Core Performance Tasks	o Students draw from a variety of sources to demonstrate understanding

• Laboratory Assignments	○ Students hypothesize, observe, test and explain principles to gain knowledge and understanding
• Research Projects	○ Students investigate topics, gather evidence and determine how they will demonstrate knowledge
• Integrated Projects	○ Students use investigate and use knowledge from different academic content areas to solve problems and devise solutions

<u>Student work demonstrates that the students are able to think, reason, and problem solve in-group and individual activities, projects, discussions, debates, and inquires related to investigation</u>. Learning activities are designed in such a way that students engage in self-guided investigations that allow them to research various topics in numerous subject areas that guide them to gaining understanding.

Findings	Evidence
• Document-based questions	○ Students discriminate between relevant and irrelevant information from multiple sources in order to form and express reason and fact-based opinions
• Political, ethical and topical debates	○ Students investigate facts and reasoning supporting multiple sides of an issue and formulate successful ways to communicate them
• Laboratory experiments	○ Students use reason and observation to discover processes and facts
• Persuasive essays	○ Students research evidence to form and defend opinions
• Performance evaluations	○ Students observe performances and dissect and evaluate their components in order to demonstrate their understanding of good practices
• Web design	○ Students construct interactive platforms for sharing information
• Student-led instruction	○ Students investigate subjects, adapt strategies and design lessons designed to further their own understanding and foster it in their peers
• Student made videos	○ Students gather information and devise a structure designed to communicate what they have learned to their peers

<u>Representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the school-wide learner outcomes</u>. Students use a variety of technology-based platforms to learn and communicate what they have learned.

Findings	Evidence
• Research Projects	o Bibliographies demonstrate the use of web-based research
• Student Presentations	o Formats include PowerPoint, Student-made videos, Student-made web-sites, etc.
• Video Assignments	o Students respond to multimedia videos
• Use of diagnostic equipment in laboratory activities	o Various tools are used to create reactions / activities and analyze data
• Video / photo editing	o Students manipulate images in order to communicate an idea or emotion

<u>Opportunities for access and involvement in a variety of real-world experiences and applications for the students exist</u>. Students are exposed to applications of academic content in a variety of real world contexts and employment fields, as well as given opportunities to interact with professionals engaged in various fields, specifically in mentorships, and internships found in the pathways.

Findings	Evidence
• Field Trips	o A variety of trips expose students to academic content throughout a wide range of environments
• Guest Speakers	o Industry experts and other community assets present information and interact with students
• Research Projects	o Students investigate real world examples and uses for concepts learned in classrooms o Students research and explore careers in various fields
• Career Pathways	o Projects are designed to simulate careers in various fields, using the tools and procedures common to those occupations o Community partners are involved in lesson development, delivery and assessment o Internships in various career fields
• Multimedia Projects	o Video and on-line representations are used as components of lessons or as the focus of analysis

Areas of Strength

1. Students have increased access to rigorous, structured, diverse instruction

2. Students have increased access to educational technology platforms

3. Students have opportunities for involvement in real-world applications in multiple fields of study

Areas for Growth

1. Training technological applications for teaching and learning for all faculty and students

2. Improved support for English Language Learners and Special Education Students

3. Integration of Common Core Curriculum

Chapter IV: Self-Study Findings

D. Standards-based Student Learning: Assessment and Accountability

PHS 2014-15

Academic Decathlon Team

Focus Group D: **Standards – Based Student Learning: Assessment and Accountability**

Group Members

Amaya Dominguez, Johanna	Math Teacher
Barragan, Noemi	Math Teacher
Carcido, Manuel	Social Science Teacher
Champion, Elizabeth	Registrar
Chhim, Dave	Computer Science Teacher
Crawford, Kevin	Math Teacher
Gardner, Jonathan	Science Teacher
Hall, Lori	Spanish Teacher
Hernandez, Mayte	English Teacher
Langley, James	Physical Education Teacher
Orden, Leila	Math Teacher
Perez, Margarita	Spanish Teacher
Taylor, Benjamin	Science Teacher
Tran, Minh	Counselor
Weil, Michael	English Teacher.

Category D: Standards – Based Student Learning: Assessment/Accountability

D1: To what extent does the school use a professionally acceptable assessment process to collect and disaggregate, analyze, and report student performance data to the parents and other shareholders of the community?

D1.   Assessment and Accountability Criterion

Overview:
During the 2007-2011 school years, Pasadena High School implemented a comprehensive, professionally acceptable timetable of assessments that were aligned with the areas identified as critical needs reported in the previous WASC report and the Pasadena High School's Single Plan for Student Achievement. Throughout this period of time, the data from these assessments were collected, disaggregated, and analyzed to measure student progress, inform instructional practice, guide the master schedule, and align professional development to meet the needs of the school. In the summer, Pasadena Unified School District invited stakeholders to the Summer Data Institute to analyze data for the district and Pasadena High School. Then, departments analyzed data and a report was given to the stakeholders during an all day in-service. During department meetings, data was analyzed as a department and by grade level. Common Benchmark assessment data was analyzed throughout the school year to inform instructional practice. These assessments included state, district, school site, and individual teacher created assessments that monitored the progress towards meeting the previous California Content Standards (CST). The data analyzed included API/AYP results, CST, CAHSEE, CELDT, AP exams, California State University's Early Assessment Program, PSAT, SAT, ACT, Quarterly District-Wide Common Assessments, District Final Exams, and District Benchmark Common Assessments.

Since the California Content Standards are no longer the benchmark for student achievement, the common benchmark assessments supported by Pasadena Unified School District and Pasadena High School are no longer in effect and are therefore no longer in implementation. The adoption of the California Common Core State Standards (CCSS) has caused a significant paradigm shift in the assessment process at Pasadena High School and Pasadena Unified School District. In order to meet these new standards, the previous Superintendent created the Curriculum Revision Workshop (CRW). Professional development on the CCSS, how to prioritize the standards, designing and developing the curriculum guides, analyzing the instructional shifts and developing project based learning units. The Pasadena Unified School District and the Board of Education adopted the scope and sequence, the unit overviews, and the performance tasks for English Core courses. Teachers have online access to these units via Google drive. However, district-wide implementation has yet to be achieved. The district is in the process of revising the

units and common performance tasks. Currently, four 10th grade English teachers at Pasadena High School are charged with piloting the unit overviews and the performance tasks, and are participating in targeted professional development to revise the 10th grade units and common rubrics, calibrate the essays, and analyze the data provided by the performance tasks.

The Mathematics Department adopted the new curriculum, Mathematics Vision Project, for the Math 1 courses that are aligned to the Common Core State Standards. Math 1 Teachers at Pasadena High School are currently piloting the curriculum, creating, and revising the common performance tasks, and are also participating in targeted professional development. The mathematics department also administered one Common Core style pilot exam, modeled from the Smarter Balanced Assessments. The same assessments were given across the district and used for baseline purposes. The plan is to have an End of Semester (EOS) and End of Course (EOC) for every Core content class. Data is being used to vet out the assessment and not to inform practice. The members of the committees who are making decisions regarding Common Core will use this data, once tests have been vetted out, to align the assessments to the Smarter Balanced Assessment Consortium (SBAC) assessments. The teachers at Pasadena High School are in the process of developing and revising curriculum, common rubrics, and common performance assessments. These standards encompass new teaching and assessment methods that will take all stakeholders time to implement. Next year, the goal is for 100% of the core teachers at Pasadena High School to implement the CCSS and assess student performance using common performance tasks. The results of these performance tasks will them be assessed by teachers, using common rubrics, in a common meeting time. The data provided by these assessments will then be used to refine and ultimately drive instruction.

Since the WASC midterm visit in 2012 and in the midst of the school's transition to CCSS, high turnover rates in administration (both at the site level and the district level) have resulted in shifting focal points in instruction and assessment. Budget cuts, reduction of staff and clerical positions, professional development at the site level and district level has focused on providing access to the curriculum for Special Education Students and English Language Learners.

 The data analyzed throughout this time period included AYP, CAHSEE, CELDT, AP exams, California State University's Early Assessment Program (EAP), school-wide suspension, expulsion data, attendance data, grade distribution by class, teacher created assessments, End of the Course Exam for Mathematics and English courses, CST (2012), and API data (2012).

Academic progress, student achievement, and the school's performance are reported to the stakeholders in a systematic basis. The district publishes the School Accountability Report Card (SARC) that is available through the Pasadena High School Website. CAHSEE results are mailed home. SAT, ACT, and AP exam results are available through the testing Website. API and AYP data are available through

the California Department of Education website. Vital information about testing, data, school activities, and services are communicated in the Pasadena High School's new website. Every quarter, Pasadena High School mails report cards to the parents. Academic achievement and the school's performance is monitored and reported on a monthly basis to the School Site Council, and English Learner Advisory Committee (ELAC), which includes parents, teachers, students, staff, and school administrators. On a monthly basis, the principal publishes a newsletter that highlights achievement. The Principal also holds informational meetings, *Coffee with the Principal*, that provides prospective and current parents with current information about achievement data, and school progress. Pasadena High School holds Back to School Night, Open House, PSAT Parent Night, and parent meetings that include SSTs, IEPs, 504s, counselor meetings to inform parents about the school and student progress. Data Director and Aeries provide data to teachers about student standardized testing, and the common district final exam. Each teacher provides a course syllabus (which outlines instructional and assessment information) to parents and administration which. Numerous teachers also utilize the Aeries online grade book, which allows parents to monitor student class progress and grades.

Professionally Acceptable Assessment Process

Findings	Evidence
The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. Assessment data is disaggregated and analyzed by the stakeholders to meet the needs of the student, monitor progress at grade level. Math and English coaches evaluate the data to help teachers guide instruction.	**Collect data:** • Aeries • Data Director • CAHSEE Revolution K12 • Naviance • Pathways: Connect Ed Studios **Disaggregate:** • District personnel and Data Clerk organizes disaggregated data into Data Director, Aeries. • Data Director • Naviance •

	California Department of Education (API/AYP Data)
	• Aeries Attendance
	• Aeries Grade book
The stakeholders continually and effectively communicate with parents, students, teachers, staff, and the community in relation to student and school performance.	• College Board Website (Provides AP/SAT scores/PSAT)
	• ACT Website (Provides ACT)
	• CSU EAP Results
	• CST/CMA/CAPA/CELDT/Fitness Gram/SBAC (Pilot: 11th grade students no results were released to the district) (True)
	• End of Course (EOC) and End of Semester (EOS) assessments in ELA and Math.
	Report:
	• Parent Meetings (SST, IEP's, 504s)
	• Principal's Newsletter
	• SAT: List of potential AP Candidates
	• Coffee with the Principal
	• ELAC Meetings
	• School Site Council
	• SARC Report
Teachers continually use formative and summative assessments, curriculum based assessments, tests, quizzes, classwork, and homework to guide instruction and make modifications based on the results of the student	• Parent Portal
	• Phone Blast
	• Back to School Night
	•

performance data.	• School Accountability Report Card
	• Quarterly Grade Progress Reports (mailed home)
We are in the process of developing common performance tasks. The goal is full implementation of common performance tasks by the core teachers by the 2015-2016 school year.	• SAT Parent Night
	• CAMAD Intervention Parent Night
	• CA Annual Summary Report
	• ADA Annual Summary Report
	• Local Press Releases
	• Presentation to the PUSD Board
	• PHS Website
	• Daily and Weekly Progress Reports (are available upon request)
	• mail
	• PHS Parent Mailers
	• SARB letters
	• Honor Roll Lists
	• Testing Schedule
	• Individual course exam scores
	• Naviance
	Analyze:
	• Summer Data Institute (Stakeholders: Administration, Selected Teachers, and Selected Staff) (Discontinued 2014-2015)
	• Quarterly District-Wide Common Assessments (created by the district

	and selected teachers aligned using the adopted standards based textbooks provided by the district for the following core subjects: English, Mathematics, Science, and Social Studies. (2007-2011)
	• District Pathway Lead Teacher Meetings
	• ELD Assessments: CELDT, Edge, and HighPoint, READ 180, ENG3D
	• Benchmark Common Assessments (stakeholder created 3-5 week unit Tests) were provided by the teachers for the following subjects: English, Mathematics, Science, Social Studies, Foreign Language. (2007-2011)

Basis for Determination of Performance Levels

The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and use that information to strengthen high achievement of all students.

Findings	Evidence
Teachers use a variety of formative and summative assessments that are appropriate for the content to guide instruction and monitor student progress. In departments, teachers at Pasadena High School have started discussions regarding common grading policies and rubrics. Currently, some teachers in the same grade level are piloting common rubrics and grading policies in Mathematics and the English Departments. Teachers are in the process of developing and revising curriculum, common rubrics	• Benchmark Assessments (2007-2011) • Quarterly Grade Reports mailed home. • CST/CAHSEE Scores • Single Plan for Student Achievement • Syllabus • Tutoring • Parent Portal • Standardized testing data utilized for identification of students for intervention purposes: CAHSEE Math and English, Math Topics, Tutoring, identification of AP, and Honors

and common performance assessments Many teachers at Pasadena High School utilize the Aeries Grade book; as a result, current grades are available on the Parent Portal. Most departments use the traditional grading system (90/80/70/60) to determine student grades on quizzes, tests, benchmark assessments (2007-2011), final exams, and overall course grades. Common assessments and benchmark assessments were implemented in the fall and spring to measure student mastery toward the content standards. Departments analyzed the assessment data to guide instruction, pacing guides, and provide support. (2007-2011) The data is managed through the Data Director system. In the 2007-2011 school year, each department had benchmark assessments and performance levels were identified through Data Director. Currently, we are in the process of creating or revising common performance tasks for all core classes.	Courses. • PSAT Scores • CSU EAP Scores • IEP Goals • PSAT Parent Night • SST's, 504 plans, Student Attendance Review Board Meetings, College and Scholarship Information Nights. • PE Fitness Testing • CAMAD Senior Project/Senior Portfolios • School Site Council • Department meeting Agendas • Individual course exam scores • CCSS ELA Informational & Argumentative writing rubrics.

D2.   Using Assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Overview
Pasadena High School (PHS) teachers systematically implement a variety of formative, summative assessments, and assessment tools that are valid and appropriate for content and student needs. Teachers utilize Aeries Data and Data Director, and assessment results to monitor student progress towards achieving the academic standards and Student Learning Outcomes (SLOs). Teachers vary and modify assessments based on student needs. Teachers assess students' academic progress informally and formally. Assessments included AYP, CAHSEE, CELDT, AP exams, California State University's Early Assessment Program (EAP), school-wide suspension, expulsion data, attendance data, grade distribution by class, teacher created assessments, End of the Course Exam for Mathematics and English courses, CST (2012), and API data (2012) and Common District Benchmark Assessments, Common District Final Exam (2007-2011) and teacher created assessments. Teachers use assessment data generated by standardized testing and their own teacher created assessments to guide their instruction, review content material, and refer students to tutoring. Many teachers post the SLOs, objectives, and standards on the walls, bulletin boards, and whiteboards.   Students can monitor their academic progress by meeting with their counselors. Numerous teachers also post grades online (Aeries), and print grade reports. Students can set their own academic goals through the online program, Naviance.

As discussed in D1, student progress towards achieving the academic standards and Student Learning Outcomes are reported to the stakeholders on a continuously systematic basis. The district publishes the School Accountability Report Card (SARC) and the Physical Fitness Test. CAHSEE results are mailed home. SAT, ACT, and AP exam results are available through the testing Website. API and AYP data are available through the California Department of Education website. Vital information about available services is communicated in PHS's new website. Every quarter PHS mails report cards to the parents. Academic achievement and the school's performance is monitored and reported on a monthly basis to the School Site Council, and English Learner Advisory Committee (ELAC), which includes parents, teachers, students, staff, and school administrators. On a monthly basis, the principle publishes a newsletter that highlights achievement. The Principal also holds informational meetings, *Coffee with the Principal*, that provides prospective and current parents with current information about achievement data, and school progress. Pasadena High School holds Back to School Night, Open House, PSAT Parent Night, and parent meetings to inform parents about the school and student progress.

Counselors meet with the students at least once a year to set up their schedules for the next school year, review their transcripts, and set up a four-year plan. Counselors conduct SSTs, PSAT parent/Student Night, 9th grade Parent Meeting, A-G College 101, PCC Pre Assessment Workshop, AP Parent Night, Cash for College Financial Aid Workshop, and Counselor College Financial Aid Lab. Counselors participate in IEPs, and 504s to monitor student progress. The Pathway Counselors hold parent meetings with Pathway students who earn "D" and "F" grades. Creative Arts Media and Design Pathway (CAMAD) meets with parents and students who earned "D" and "F" grades.

PHS case carriers follow the appropriate legal steps to meet the needs of students with IEPs. Data is used to determine the appropriate learning goals and interventions that a student with IEPs might need.

Prior to the CCSS, from 2007-2011, the curriculum and common benchmark assessments were aligned with the assessments, and a structured process to analyze data was established and implemented. Currently, common district performance tasks are available online to all English Teachers. The teachers at PHS are in the process of piloting, developing, revising, and aligning the curriculum and common rubrics to the common performance task assessments. As PHS continues this process, stakeholders will be able to   monitor student progress more efficiently and ensure the appropriateness and effectiveness of the assessments. Additional time needs to be provided for teacher collaboration on the calibration of student work and common rubrics. A data analysis process needs to be developed and implemented. Currently, there is minimal student feedback shaping the assessments.

The procedures for standardized testing have changed this year. This school year PHS is transitioning from mass testing in the gymnasiums to students testing in their natural classroom environment. The testing coordinator ensures that procedures are implemented and followed during testing, and that the stakeholders have received training and have viewed a testing procedures video.

Prior to testing, all test administrators and proctors were given specific training that explained guidelines, test security, and process to check out and return the test documents to ensure the validity of the test. Stakeholders also signed the Test Security Affidavit prior to administering the test. Beginning this year, classroom teachers will administer all standardized tests in the classroom. The stakeholders were provided with a test administration booklet. A proctor was also provided for each classroom. Each classroom had two adults. The proctors were either classified staff or district personnel. The assessments were stored in a secured room that only administrators can access.

Appropriate Assessment Strategies

Findings	Evidence
PHS teachers use various assessments to gage the students' academic progress, remediate the learning, and modify curriculum as evidenced by classroom observations, exam results, and grades. Teachers, Literacy Coaches, Counselors, and Administrators use data to meet the student needs. Counselors, Parents, Students, and Administrators meet to develop 504's and IEP's to ensure that the needs of the students are met. The Language Development Resource Teacher (LDRT) meets with Parents and students throughout the school year to ensure that students are placed appropriately, offer tutoring, and to monitor student progress. Common District Benchmark Assessments provided data about predictors of student performance, and help guide instruction. (2007-2011) Common District End of Course Assessments was implemented this school year. The data was used for vetting purposes. Diagnostic Assessment Data informed pedagogical decisions about the CAHSEE and based on the findings it was determined that early intervention was needed. PHS purchased an online intervention program, CAHSEE Revolution K12, to provide additional support. At the time of purchase, Data Director was found to be an effective tool for data analysis. As time has evolved, other programs have developed more sophisticated data tools and features. As a result, the district is in the process of	CAHSEE, previous CST, EAP, AP results • Essays • Presentations • Self-Reflection Journals • Critical thinking journals • Short Response Answers • Annotation • Rubrics • Poem Memorization and recitation • Projects • Quizzes • Reading Logs • Homework/Class Assignments • Vocabulary Development • Literary Analysis Questions • Participation/Observations • Multiple Choice Tests • Reading Logs • Various note taking tools • Qwizdom (English and Science) • Final Exams District Performance Tasks (ELA, Math, Science) • Accelerated Reader Quizzes • Integrated Projects • Research Reports • Student-driven inquiry labs • Math Binder • End of Semester Exams • Benchmark Assessments (History) • Discussions • Portfolios/Binders • Dictation Tests (Foreign Languages) • Reading Comprehension • Tests • Physical Education FitnessTest/Physical Fitnessgram • Math Problems • Weekly Progress Reports • Student Files, Evaluations, and Discipline Contracts • Student Art/Dance/Music Performances • Exhibits of student artwork • IEP Goals • Data Director Reports • Teacher Records/Grade book

selecting a more effective data and assessment management system.	• SST's/Parent Communication • Intervention Programs: CAHSEE Revolution K12 • Read 180 Reports • Accelerated Reader Quizzes (2007-2014) • District Common Assessments (2007-2011)
Test examiners are certificated staff members. They lead the sessions, read directions found in the testing administration booklet, and ensure the security of the test. Classified staff: distribute the tests, collect tests, and monitor the integrity of the test. All staff members are trained prior to the administration of the test, to review guidelines, protocols, and expectations. The tests documents are housed in a secured room that only the administration has a key. Also, the test examiners check in and check out the test documents every day. The testing ratio is 25 to 1 in the testing environment to ensure that the students do not invalidate the test.	• Apex/Thesys • Lab Reports • Tutoring/Writing Lab • Affidavit • "A" Meeting Sign-In Sheet • Check-in/Check-out Testing Process

Demonstration of Student Achievement

Findings	Evidence
Student work and other assessments demonstrate student achievement of the academic standards and the school-wide learner outcomes. **SLOs:** **Think critically and creatively to meet or exceed (Common Core]California State Standards as active learners and academic achievers.** In 2007-2011, each department	**Academic Standards** • Pre/Post Writing Assessments • Practice CAHSEE Test Results • Quizzes • Tests • Projects • Research Paper •

administered common benchmark district assessments to monitor student progress. Currently, common performance tasks are being created or revised. The goal is to implement common performance assessments/tasks by the 2014-2015 school year. However, since the introduction of the CCSS an emphasis is being placed on project-based learning. Therefore the CST benchmark assessments are no longer in use. In place of the common district benchmark assessments, common performance tasks are being implemented to evaluate student's mastery of the Common Core State Standards. This is in the early stages of piloted implementation. **Communicate effectively to express ideas clearly through writing and speaking.** Moving to the CCSS, and project-based learning, students are provided with more opportunities for public speaking. CAMAD requires formal public presentation of integrated projects with an authentic audience every semester. A change in graduation requirements includes a formal student defense of their learning to a panel of stakeholders to be implemented in 2018. **Apply various forms of technology for the purpose of creativity, research, and communication.**	Journal - Standardized Testing Results: CAHSEE/CST/EAP/AP/CELDT) - California Healthy Kids Survey - CAHSEE Blitz - Parent Surveys - Coaches monitor student academic progress through grade reports. - SST - 504 Plan - IEP - IELP - Parent Information Night - Accelerated Reader (2012, 2013-14 only some teachers implemented) - Common Benchmark Assessments - Qwizdom - Classroom Observations - Final Exams - End of Course Assessments - Physical Education Fitness Gram - THESIS - Project-Based Learning Units - Integrated Projects -

App Academy heavily utilizes technology to create real world learning experiences and projects. (Open Source software/Programs) Creative Arts Media and Design Pathway utilizes technology in its instruction of design. (Adobe Creative Suite, iMovie, etc.) 17 Google Chrome Carts were purchased to supplement computer labs campus-wide. **Work independently and cooperatively to solve complex and relevant problems to prepare for post-secondary education and a productive work life.** Business Partners guide Pathways students through presentations, coaching, and internships. Pathway students complete community service and work-base learning hours. Some teachers are implementing project-based learning and/or integrated units. Some teachers have been trained in Kagan cooperative learning structures to increase academic achievement and collaboration. **Contribute to the extended community to encourage social responsibility and respect for cultural diversity.**	English 100 Curriculum (Pipeline to PCC) - Speech and Debate Class **College and Career Readiness Standards** - ECCO Curriculum - EAP Assessment - AP Exams - Projects - Presentations - Portfolios - Hack-A-Thon - ROP data (Work-base learning Hours) - Naviance - Pathways College Fair - Fieldtrips - Guest Speakers - Artwork featured in a Gallery - Performances - Latino Heritage Parade - Chronicle Magazine - CAMAD Newsletter

Various PHS students participate in the creation of the Rose Parade Floats. Pathway students complete community service hours. Teachers attended a professional development about preventing bullying. Students participated in a Bullying Prevention Program with Commander Levy. Some students with an IEP have the opportunity to participate in the Workability program. **College and Career Readiness Standards** The ECCO Curriculum was purchased to guide students through a comprehensive sequence of lessons designed to prepare the students for college and career. Pathway students are required to complete work-base learning hours. Various pathway students have the opportunity to participate in internships.	- Pathways Information Pamphlet - Senior Defense (Class of 2018 this will be mandatory) - English 100 (Pipeline course to PCC) - ROP Services - Science Fair at Caltech - Academic Decathlon - Robotics Competition - Safe Schools Ambassadors - ASB - Workability Program - Peer Mentoring - Increase in passing PCC Placement Test - College Acceptance Rates have increased - Increasing Scholarship Awards ($7 million dollars in Scholarship in 20113-2014 school year)

Curriculum-Embedded Assessments

Findings	Evidence
	English Language
The school regularly examines standards-based curriculum-embedded assessments in English language and	Common District Benchmark Assessments, Common Final

math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching & learning process. Groups of teachers continually evaluate both formal and informal assessments to monitor student progress. The results of these assessments guide the teaching and learning process. If a student does not demonstrate mastery of the standards, the teacher may re-teach, review, and/or provide additional support to meet the needs of the students. As discussed in D1, the teachers at PHS are in the process of developing and revising curriculum, common rubrics and common performance assessments. These standards encompass new teaching and assessment methods that will take all stakeholders time to implement. Next year, the goal is for 100% of the core teachers at Pasadena High School to implement the unit overviews, the performance tasks, and analyze the data provided by these assessments. CAHSEE Blitz and CAHSEE Revolution K12 were offered to students that needed additional support. LEARNs and the Tutoring and Writing Lab are also available to students. The ELD curriculum embeds differentiated instruction and support throughout the units. The ELD curriculum also embeds formal and informal assessments throughout the unit at regular intervals.	Exams for Math, English, Science, History, Foreign Languages (2007-2011) • CAHSEE Revolution K12 • Professional Development in Project-based learning • Scope and Sequence for all grade levels • Unit Overviews for all grade levels • Checking for understanding • Essays • Quizzes • Tests • Reading logs • Reflections • Portfolios • Research Reports • Journals • Projects • Integrated Projects • Technology – Google Chrome Carts/Computer Labs • Final Exams • Standardizes Tests Results • PBL Units • New curriculum: Read 180, and ENG 3D • Various teachers piloting performance assessments/tasks • End of the Course Exam for Mathematics and English courses • Kagan Structures **Math** • Common District Benchmark Assessments, Common Final Exams for Math, English, Science, History, Foreign Languages (2007-2011)

	- Scope and Sequence for Math I - Pacing Guides for Algebra I, Geometry, and Algebra II are available. - Performance Tasks aligned to the - Written Responses - Homework - Classwork - Quizzes - Tests - Kagan Structures - Final Exam - New curriculum: Mathematics Vision Program for MATH I - Mathematics II is currently in development of Scope and Sequence and Performance Tasks)

Student Feedback

Findings	Evidence
Student feedback is an important part of monitoring student progress over time, based on the academic standards, the college- and career-readiness standards, and the school-wide learner outcomes. Teachers consistently provide feedback to the students. From the onset, teachers set clear expectations of the student learning outcomes through their course syllabus, class rules, rubrics, assignment directions, feedback and grades. Assessment results assist teachers with modifying their instruction, and providing the appropriate support to the students. Students can self-monitor their academic progress by meeting with their counselors and teachers; checking their grades online (Aeries), and printing their grade reports. Students can set their own academic goals through the online program, Naviance.	• Course Syllabus • Class Rules • CAHSEE Blitz • Weekly Grade Checks • ABI Parent Portal • IEPs • 504 Plans • Progress Grade reports • Data Director • Classroom Observations • Portfolios • Rubrics • Peer evaluation Forms • Presentations • Resumes/Cover letters/Interviews • ECCO Curriculum • Remind 101 • Naviance

Modification of the Learning/Teaching Process

Findings	Evidence
Assessment data is collected, analyzed and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure that students are prepared for success in college, career, and life. Available data is readily accessible to the stakeholders through Data Director and Aeries. As discussed in D1, from 2007-2011, a school data team, the departments, and stakeholders analyzed data in a structured process to inform instructional practice, school performance, and student achievement. From 2011-2015, PHS analyzed data in a less structured approach as limited time was set aside for the departments and stakeholders to discuss their findings. Teachers continually evaluate both formal and informal assessments to monitor student progress and guide their instruction. The results of these assessments guide the teaching and learning process. If the student does not demonstrate mastery of the standards, the teacher may re-teach, review, and/or provide additional support to meet the needs of the students. Common District Benchmark Assessments provided data about predictors of student performance, and help guide instruction. (2007-2011) As discussed in D1, the teachers at PHS are in the process of developing and revising curriculum, common rubrics and common performance assessments.	- Sharing Best Practices - Referral to Services - Department Meetings - Professional Development - Pullout Days for Math 1 and English 2 and ELD - Edgenuity Data Link/Data Director Data Analysis - Aeries - D/F Lists - Teacher Distribution of Class Grades - Tutoring: ELD/Learns/Teachers/ - CAHSEE Blitz - Intervention CAHSEE ENG/Math - Thesis Courses - SSTs/IEPs/IELPs/504s - CELDT - LDRT - Master Schedule

These standards encompass new teaching and assessment methods that will take stakeholders time to implement. Next year, the goal is for 100% of the core teachers at Pasadena High School to implement the unit overviews, the performance tasks, and analyze the data provided by these assessments. Parent intervention meetings are held based on results of data. Pathway Counselors hold intervention meetings with parents based on the quarterly grade results. CAMAD holds an intervention parent night meeting based on the quarterly grade results. The district and teacher specialists from ELD, GATE, and Special Education have created a Differentiation Toolkit. Although the strategies and scaffolds are for K-8 grades to accompany the Common Core Units in ELA, they can still be used as a reference. The district's goal is to create a toolkit for the high school this summer.	

D3.   Using Assessment to Monitor and Modify the Program School-wide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the SLOs. The system drives the school's program to continually improve and allocate resources to effectively meet student needs.

Overview:

Student assessment and progress monitoring are channeled through faculty, students, administration, and focus groups on campus. Assessments are administered with the intention of being shared with all stakeholders, regardless of type and level. The inclusion of different advisory boards, student, parent groups, and school-based committees allow for a broad evaluation of how effective our assessments are the steps necessary to implement them. All stakeholders are provided with a myriad of tools and reports to evaluate results of the assessments. School board, district administration, parents, students, and faculty have access to all pertinent data. They are encouraged to share their thoughts, recommendations or solutions to ensure that student assessments are relevant. The evaluation of each result-based tool is disaggregated with the intent to share successes, target weaknesses, and re-evaluate system-wide instruction that will solely serve for better student outcomes. During this process, critical learner needs such as EL, Special Ed, writing and math are identified and addressed. Consistent discussion, review, and monitoring of all assessments are highly encouraged.   However, there is limited time allotted for collaboration to analyze data during district professional development/in-service days and on "A" Monday meetings. The assessment process cannot be facilitated until we have common assessments. We are still in the transitional phase of the CCSS.

Assessment and Monitoring Process

Reporting Student Progress

Findings	Evidence
Stakeholders are involved in the assessment and monitoring process of student progress. To ensure progress towards meeting the student learning outcomes, the district monitors attendance, graduation rates, and college attendance. The district provides the stakeholders with disaggregated data that is also shared through the District website, PHS website, at meetings, letters mailed to homes, district newsletter, and through numerous other formats. To ensure progress towards the standards, PHS monitors data using Data Director and Aeries. Available data is provided on a timely manner. Based on the data results, PHS adjusts its master schedule, programs, and services. Pathways have their own Advisory Board, which includes business/industry partners, teachers, administration, and students. Advisory Board members are encouraged to give feedback and analyze data. The School Site Council, School Leadership Team, PTSA, and ELAC holds monthly meetings, which include parents, staff, administration, and students. The School Site Council analyzes data to allocate funding to meet the needs of students. The PHS administration reports data to the PTSA. The School Leadership Team analyzes data and develops action plans, and solves school-related problems. PHS teachers use various assessments to gage the students' academic progress, remediate the learning, and modify curriculum as evidenced by classroom observations, exam results, and grades.	• SARC • Single Plan for Student Achievement • Aeries • Data Director • District Email, District Text Messages Notifications • L3 District Meetings • Department Chair Meetings • Pathway Lead Teacher Meetings • District Curriculum Coaches • Quarterly Grade Reports • District Newsletter • Board Meetings (Minutes) • Town Hall Meetings • Pathway Advisory Board • ELAC • PTSA • School Leadership Team (SLT) • Gmail • Phone Calls to Parents • Letters • School Site Council • Parent Conferences: 504s, IEPs, IELPs, Teacher/Parent Conferences • Four-year plan • Participation of Parents in WASC Process • Coffee with the Principal • Back-to-School Night • Open House • Parent Nights • Department Meetings • PHS Math Coach • PHS English Coach • "A" Monday Staff Meeting • PHS Newsletter • PHS Website • Aeries Parent Portal • ASB • CRW/CRC

Findings	Evidence
There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards and the school-wide learner outcomes. The district allots specific time for teachers to collaborate on "A" Mondays. From 2007-2011, this time was used so that Department teams could meet, analyze data in a structured process, and share best teaching practices. To meet the guidelines set by the Office of Civil Rights, many "A" meetings and professional development in-service days have been utilized to provide professional development that meets the needs of our At-risk subgroups. Teachers consistently provide feedback to the students and parents. From the onset, teachers set clear expectations of the student learning outcomes through their course syllabuses, class rules, rubrics, assignment directions, feedback, and posted grades. Students can self-monitor their academic progress by meeting with their counselors and teachers; checking their grades online (Aeries), and printing their grade reports. Students can set their own academic goals through the online program, Naviance.	• SARC • Single Plan for Student Achievement • Aeries • Data Director • District Email, District Text Messages Notifications • L3 District Meetings • Department Chair Meetings • Pathway Lead Teacher Meetings • District Curriculum Coaches • Quarterly Grade Reports • District Newsletter • Board Meetings (Minutes) • Town Hall Meetings • Pathway Advisory Board • ELAC • PTSA • School Leadership Team (SLT) • Gmail • Phone Calls to Parents • Letters • School Site Council • Parent Conferences: 504s, IEPs, IELPs, Teacher/Parent Conferences • Four-year plan • Participation of Parents in WASC Process • Coffee with the Principal • Back-to-School Night • Open House • Parent Nights • Department Meetings • PHS Math Coach • PHS English Coach • "A" Monday Staff Meeting • PHS Newsletter • PHS Website • Aeries Parent Portal • ASB • CRW/CRC • Course Syllabus

	- Class Rules
	- Weekly Grade Checks
	- ABI Parent Portal
	- Progress Grade reports
	- Classroom Observations
	- Portfolios
	- Rubrics
	- Peer evaluation Forms
	- Presentations
	- Resumes/Cover letters/Interviews
	- ECCO Curriculum
	- Remind 101

D4.   Assessment and Accountability Criterion

The assessment of student achievement in relation to the academic standards, the college and career-readiness standards, and the SLOs drive the school's programs, its evaluation and improvement, and the allocation and usage of resources.

Overview

PHS utilizes assessment results to allocate resources and to evaluate and make school improvement. These results are reflected by the types of programs PHS offers to ensure student achievement. The analysis of available assessment data determines the progress of the school's learning outcomes and student achievement. Using a triangulation method of analysis, the CELDT results and two other criteria are used to inform proper placement of certain courses. Based on teacher and student feedback, and data results it was determined that the reclamation classes were not rigorous enough. As a result, we are now offering a different reclamation class, Thesys. Thesys meets the A-G subject requirements ensuring that the classes are more advanced.   A math course was reconfigured to meet the CCSS. Math 1 is now offered to meet these standards.   As a result of the AP assessment data (and to ensure for the professional growth of the teachers) over 15 teachers received College Board approved AP Training. Assessment data is also used to develop the goals in the School Single Plan. To meet the needs of students with IEPs and ELL students, block intervention classes are no longer offered. The Special Education Department offers a course, Academic Assist, to ensure that the needs of the student are met. Diagnostic Assessment Data informed pedagogical decisions about the CAHSEE and based on the findings it was determined that early

intervention was needed. After reviewing the Earth Science data the decision was made in 2012-2013 school year to place all incoming freshmen into a freshmen Biology class, resulting in an increase in Biology Science test scores overall. As a result of the assessment data, the Advanced Reading and Writing Course was created to support English Language Learners in meeting the CCSS. Over the last several years, there has been an unprecedented rate of English Language Learners reclassifying and passing the CAHSEE. With the School Site Council's approval, PHS purchased an online intervention program, CAHSEE Revolution K12, to provide additional support. Additionally, money was also allocated for a multi-weekend preparatory program, CAHSEE Blitz, implemented prior to the CAHSEE exam. The School Site Council also approved the funding for the Writing Tutorial Center. Highly qualified teachers and peer tutors provide structured or individual tutoring in all subject areas, specifically in mathematics and English. Prior to the CCSS, from 2007-2011, the curriculum and common benchmark assessments were aligned with classroom assessments, and a structured process to analyze data was established and implemented. Currently, common district performance tasks are available online to all English Teachers. The teachers at PHS are in the process of piloting, developing, revising, and aligning the curriculum and developing and revising common rubrics to the common performance assessments. As we continue this process, we will be able to better monitor student progress, ensure the appropriateness and effectiveness of the assessments.

Modifications Based on Assessment Results

Findings	Evidence
The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. Standardized data are shared at Back to School and Open House. Parents are continuously informed of academic achievement quarterly with grade reports. Parents have the opportunity to receive training for the Parent Portal. Individually, PHS Teachers consistently utilizes multiple assessment strategies to monitor and modify instruction to meet the needs of the student. Teachers communicate with parents through SSTs, IEPs, IELPs, phone calls, Gmail, regarding expectations for students.	• Thesis • Tutoring/Writing Lab • New Curriculum: Math 1 and ELD: Math Vision, Read 180, ENG 3D • CAHSEE Blitz • CAHSEE Revolution K12 online Program • 17 Google Chrome Carts • New MAC Lab • SAT Prep • Shmoop • Naviance • Master Schedule • CAMAD • APP Academy • LPS Pathway • Math Coach • English Coach • LCAP Action Plan • Single Plan for Student Achievement

Findings	Evidence

Some teachers provide students with samples of exemplary work prior to completing assessments.
 	
Students have the opportunity to receive additional support through the Tutoring/Writing Lab, and LEARNs Tutoring.
 	
The master schedule is intentionally aligned with the student learning outcomes to ensure student achievement.
 	
Results from available assessments are used to drive the decisions of the School Site Council, and PHS.
 	
Four teachers attended the California Mathematics Conference this school year. This conference focused on pedagogy and best practices as it relates to the CCSS.
 	
PHS is currently in the early stages of developing and implementing a curriculum that is aligned to the CCSS. As discussed in D1, teachers are in the process of developing and revising curriculum, common rubrics and common performance task assessments. These standards encompass new teaching and assessment methods that will take all stakeholders time to implement. Next year, the goal is for 100% of the core teachers to implement the unit overviews, the performance tasks, and analyze the data provided by these assessments.
 	
There is a need for a systematic process for data analysis.
Many of the professional development activities throughout the WASC process were designed to meet the needs of Special Education and ELL Students. Teachers need to be involved in establishing professional development targets that align to the needs placed upon by the transition to the Common Core State Standards.
	• Professional Development
	   ○ AP Training
	   ○ ERWC
	   ○ Kagan Structures
	   ○ Common Core and English Learners: Differentiation and Comprehensible Input for Standards Based Instruction
	   ○ Math Conference
	   ○ Pullout days for Math I and four 10th grade English teachers
	   ○ CPA Conference
	• Four Year Plan
	• Meeting Notes/Agendas/Emails/Newsletter
	• AYP
	• IEPs
	• SSTs
	• Pathway Fieldtrips
	• Adelante Mujer Latina Conference
	• Adelante Young Men Conference
	• Phone Blast
	• Teacher modification of instruction
	• Standardized testing: CST/CMA/CAPA/CELDT/Fitness Gram/CAHSEE/AP Testing/SAT/ACT/EAP

Chapter IV: Self-Study Findings

E. School Culture and Support for Student Personal and Academic Growth

Focus Group E: School Culture and Support for Student Personal and Academic Growth

Group Members

Susana Walker	Teacher
Andrew King	Assistant Principal
John Van Ackeren	Teacher
Arman Tergrigorian	LEARNs Coordinator
Marcos Solorzano	Teacher/Focus Group Leader
Michael Garcia	Teacher
James Rollins	Teacher
Karina Reyes	School Psychologist
Lorrena Ramirez	Classified
Maria Navarro	Teacher
Wendy Moton	Classified
Jimmie Mason	Teacher
Leticia Ramirez	Teacher
Yvonne Classified	Classified
Erica Linares	Counselor
Ashley Di Salvo	Librarian/Focus Group Leader
Mark Atamian	Teacher

E1. To what extent does the school leadership employ a wide range of strategies to encourage parental and community involvement, especially with the teaching/learning process?

Overview
Pasadena High School employs a variety of strategies to encourage the involvement of parents, students, and the community. Teachers, parents, and students work together to create a culture that upholds the opportunities for students to learn. This is done in a variety of ways through numerous programs. (SLOs 1-5)
The recruitment process that encourages student involvement in specific programs includes announcements, advertisements, and classroom presentations. An example is the marquee located at the front the school, which posts important and relevant information to parents, students, and those within the surrounding community. In addition, the school website includes features that allow for immediate contact with the school. It includes the contact information of the school, e-mail addresses of administration and teachers, announcements, and an updated calendar to announce upcoming events. Student and staff information is given in a timely manner through the weekly bulletin, which is distributed the first day of the week. Highlights are read every other day over the intercom during 1st period advisory. The school bulletin is also available electronically. In addition academic programs and Pathways such as Sports Medicine, CAMAD, Law and Public Service, APPs Academies and LEARNS after school program produce their own newsletters and communications to keep parents informed, and provide students with information on various specific events and activities as they relate to those specific learning communities, academies and Pathways.

Parent Groups
PHS has a proactive Parent Teacher Student Association (PTSA), which includes over 200 members. Meetings are held once a month.
The PTSA plays an active role and works with the administration on campus to create an atmosphere of cordiality amongst teachers, students, and parents. Previously, they have sponsored the "Teacher Wish List," a drive that allowed teachers to create a list of materials they needed in their classroom (such as markers, paper, ink cartridges, physical education equipment, clipboards, etc.)
PTSA Future Projects include:

- Continuing to plant roses, trees, flowers and shrubs throughout the campus

The PTSA and Alumni Association organize Campus beautification/Work Days. On a few occasions in May of 2014, volunteers painted, planted trees and bushes, put in sprinklers, and generally helped make Pasadena High School a more eco friendly campus.
Parents are also involved in various committees, School Leadership Team (SLT), School Site Council (SSC), Booster Club, and the English Language Learner Advisory Committee (ELAC).

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The English Language Learner Advisory Committee (ELAC) has several important functions:
- Assisting in the planning of the school's EL Program
- Advising the Principal and School Site Council on budget and programs
- Including parents/guardians in addressing the needs they feel are most important for them
- Being informed about the school's annual language census
- Implementing ways to increase school attendance

Parents/guardians of EL students are given the opportunity to nominate and elect officers for ELAC. Letters are sent home to invite them to ELAC meetings. Monthly meetings are held, coordinated and publicized by the PHS Language Development Resource Teacher (LDRT), and are conducted by the elected ELAC officers. The ELAC committee elects at least one parent member to be a representative at the DELAC (District ELAC). The PHS ELAC members review and discuss the District Master Plan for English Learners, the reclassification procedure, written notifications required to be sent to parents, and other goals set by the DELAC. (SLOs 1-5)

All PHS parents receive information on graduation requirements, college entrance requirements, extra-curricular programs, rules and regulations of the school, and PHS campus tours. Parents/guardians have the opportunity to receive training and support in teenage parenting techniques and are encouraged to volunteer in school operations. They also receive published resources such as Parenting Guides, Parents' Rights Brochures, Helpful Hints on Helping Your Student, and information on school and state initiatives. Parents are also invited to participate in the scheduling process between students and their counselors. Counselors host evening meetings presenting grade level information, PSAT results, College Application Labs, Financial Aid Training and Naviance Trainings.

Student Outreach

Pasadena High School works to establish a culture that includes and involves all students. Many programs, learning communities, and clubs provide a variety of activities and engagements to promote student outreach. This process begins even before the first day of school.

During enrollment week student volunteers participate in welcoming new and returning students and their families to the new school year. As part of the first month opening of school activities, grade level assemblies welcome all students by introducing faculty, staff, and class officers to the student body.

"Eighth Grade Shadow Day" is scheduled to welcome prospective ninth grade students to the Pasadena High School campus environment. Students attend a welcome assembly where they are introduced to key individuals at the school. Students also have the opportunity to visit up to three classes during a tour of the school. Lunch is provided and at the end of the day, students are introduced to counselors and other school administrators. ASB students, NNDCC Cadets and student athletes participate as tour guides.

The PHS school newspaper, *The Chronicle*, and the school yearbook, *Campus*, are the highlights of Pasadena High School's journalism program. *The Chronicle* is a quarterly newspaper that covers issues of importance to students while highlighting special events.

A Freshmen Orientation is conducted at the beginning of each school year. This presentation helps to develop an understanding of school policies and the academic expectations of Pasadena High School students. This orientation is a way in which the PHS campus community shares its Bulldog spirit and culture.

In addition to freshmen orientation, the administration organizes "AP Parent Night." Advanced placement teachers, counselors and administrators present information on the advanced placement program and the various classes that are offered. Students and parents receive information about AP placement, UC eligibility, and outreach programs. College representatives also attend the event to offer information to interested students. The counseling office also provides orientations for all students interested in attending college after high school. CAMAD, Law and Public Service, and APPs Pathways provide an informational orientation night as well for incoming students prior to beginning of school and during the school year for new prospective students.

PHS provides numerous opportunities for Special Education students. The "Work Ability I" program places and provides job assistance training for Special Education students in jobs at local area businesses. The benefits of this program include career exploration, support systems in work experience, interagency collaboration, and assessments of vocational interest.

Continual communication and collaboration exists within the student, parent, teacher, and community groups.

Parents of Special Education students are often closely involved in support of the teaching and learning process. The Special Education Department Chair, administration, case carriers, and teaching staff are responsible for continued collaborations with students, parents, general education teachers, district

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personnel, "Work Ability I" Program, Hathaway-Sycamores, the Department of Rehabilitation, and other outside organizations, in an effort to provide enriched and successful experiences for special education students.

Staff and faculty communicate with parents in a variety of ways. Letters and teacher syllabi are sent home at the beginning of the year to clearly outline instructional goals and class expectations. At "Back to School Night", parents have the opportunity to meet teachers and become acquainted with student expectations, classroom environment, and goals for student academic achievement. E-mail and telephone correspondence are used for daily communications. Deficiency notices are sent home when a student's performance is below expectations. Teachers call home to make verbal contact with parents. Each quarter, progress reports are generated and performance notations may be included. Parent/teacher conferences are held to discuss individual student progress or concerns. Student Study Team and Individualized Education Plans (IEPS) meetings are scheduled to address individual student progress and needs.

Pasadena High School LEARNS after school program (PHS LEARNS) is funded by 21st century After School Safety and Enrichment for Teens (ASSETs) grant, which is a voter-approved initiative to provide state funding for after school programs. PHS Learns operates on regular school days, during spring intercession, and summer. Programs begin immediately after school from the regular school day until 6:00pm Monday through Friday.

In working with the community, Pasadena High School has developed partnerships with various local resources such as the City of Pasadena, Learning Works, PCC and Cal State LA Upward Bound Programs. The City of Pasadena has assigned two School Resources Officers (SRO's) to maintain and aide in the overall safety and security of the school. Another partnership with the community is the Canine Drug Prevention Program initiated by the school principal. They provide drug awareness, discuss and deal with gang related issues, and concerns centering on truancies. The visibility of the SRO's on campus help to reinforce a focus on student success and learning. The SROs also work closely with probation officers, who provide behavioral support.

Small learning communities and Pathways are a major component of the education experience at Pasadena High School. CAMAD, Law Public Service, Sports Medicine, and APPs academy have created partnerships with community organizations, local colleges, museums, and businesses. Local businesses that have partnered with the Visual Arts and Design Academy include Pasadena City College, Art Center College of Design, Pasadena Armory for the Arts, the Side Street Project, and Swains Art Supply. The Graphic Communication Academy (GCA) currently has partnerships with Pasadena City College, CSU Los Angeles, Pasadena City Hall, Baughman Press, Typecraft, and the international marketing company Saatchi and Saatchi located in Torrance, CA. These partners provide in kind donations, guest speakers, mentors,

and fieldtrip and internship opportunities. These partners also serve on the advisory boards for student groups and Pathways.

The Pasadena Instrumental Music Program has one of the most active booster programs on campus. The PHS Instrumental Music Club (IMC) has been responsible for fundraising for band trips, new instruments, and other necessary supplies. In addition, the PHS IMC has been an active participant in grant writing for the music program, which has allowed the program to grow and include more musical opportunities to a wider range of students. The IMC supports the following programs: string orchestra, symphony orchestra, jazz ensemble, marching band, concert band, drum line, color guard, winter guard, studio pit orchestra, and the district's own high school piano program.

Navy National Defense Cadet Corps (NNDCC) is a group that represents Navy Junior Reserve Officer Training Corps at PHS. The core focus of this group is to promote patriotism, community involvement and respect for others. In the past three years 100 to 150 cadets have been active members in this organization. This group participates in community parades, drill meets, marksmanship competitions, orienteering meets and academic competitions.

Over the past six years Pasadena High School has had an active relationship with the city of Pasadena. PHS has been the post-parade viewing location for the Tournament of Roses parade floats, and has received funding that has benefited the students of the school.

Findings	Evidence
Parents and the community are regularly involved in the teaching and learning process in a variety of ways. Non-English speaking parents are supported in the teaching and learning process.	- Marquee in front of school - School website - Daily Bulletin e-mailed to interested parties - VADA/GCA academy newsletter that include student work, program information, current activities, and upcoming events - VADA and GCA have active parent councils where parents are updated on academy events - VADA/GCA parents also provide input on VADA activities and voice any concerns the might have *The Chronicle*, Pasadena High School's newspaper – quarterly issues are passed out to students in advisory classes. The issues

	include student interest articles/information, current events and activities, and highlights student life.
	• Yearbook – *Campus*, a 300-plus page student publication, presented annually in June, highlights student life, sports, academies, organizations, and people
	• Intervention meetings conducted by the counseling department with at-risk students and their families; counselors schedule quarterly meetings with students in need
	• Freshmen orientation at the beginning of the school year
	• Back-to-School Night & Open House
	• Middle school visitations to PHS
	• Middle school shadowing days
Local resources are provided by parents, City of Pasadena, professional services, business partnerships, and guest speakers	• Booster Club (parental involvement in school sports)
	• Special Education: "Work Ability I" program which places special education students in jobs at local businesses
	• ELD Meetings
	• Club Information Day
	• The Pasadena City Police School Resource Officers
	• PTSA meetings and activities (i.e. campus beautification)
	• Pasadena Educational Foundation (PEF) involvement and support
	• Sports medicine
	• VADA/GCA partnership with community schools, museums, businesses, stores
	• Law Public Service
	• PCC and Cal State LA Upward Bound Program

Parents and community members are involved in the school's decision-making process through the formation of various groups and committees. Pasadena High School ensures that the parents and school community understand student achievement of the academic standards/Student Learning Outcomes through the curricular/ co-curricular programs. Strategies and processes for supporting parents as active partners are in place.	• Navy National Defense Cadet Corps (NNDCC) • ROP • Careers Fair • Hathaway - Sycamores Counseling Services • Translation services in Spanish or Armenian at parent meetings • Provision of bilingual written communication • English Language Learner Advisory Committee (ELAC) • School Leadership Team (SLT) • School Site Council (SSC) • PTSA • Principal meets with PTSA • PTSA has own room E101 • Monthly ELAC booster meetings • Principal maintains an open-door policy with parents and community members • Coffee with the principal • Board of Education meetings • Bi-weekly principal messages • Booster Club • Principal Newsletter • Principal writes hand written positive reinforcement with card to staff • Plaques are given out to staff for being of service to school community • Admin team give out small accessories to teachers (i.e. UBS sticks, coffee mugs, book bags, etc.) as small tokens of appreciation • School Board members are elected by Pasadena Citizens • Weekly message call home via messenger

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	- English Language Learner Advisory Committee (ELAC) assists in the planning of the school's EL program, including parent/guardians in addressing the needs they feel are most important for them, and implement ways to increase school attendance - School Leadership Team (SLT) meetings are held to make site-based decisions regarding school-related operations such as the attendance policy, dress code, and the tardy policy - Booster Club for the athletic departments has its own federal ID, its own account, and fund raisers for school athletics - The Instrumental Music Club (IMC) also has its own federal ID, its own account, and fund raisers for the music program. The IMC were key players in assisting the PHS's Marching band 2014 trip to San Francisco - Opportunities for parents to volunteer include assisting at various sporting events such as concession stand duty and ticket checking - PHS annual fund to support learning - Pasadena Education Foundation to support academic growth - Principal has a marketing strategy for creating maintaining the school annual fund

Areas of Strength:
1. *Coffee with the principal*
2. *PTSA and PEF involvement in school*
3. *Aries Access*

Area for Growth:

1. *Communication from school to parents in regards for volunteer help*
2. *Update new school website*
3. *Aries training for all teachers*

E2. To what extent is the school a safe, clean, orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous improvement?

Overview
Pasadena high school is committed to a clean, safe and orderly learning environment. Emergency plans for PHS are developed and rehearsed during the month of April every school year. Students, teachers, staff, and administration have specific roles as assigned by the school-site disaster plan. In addition, there is a district-wide emergency plan that provides explicit instructions for safety.
On November 13th 2014, Pasadena High School participated in the annual statewide earthquake preparedness drill, "The Great American Shake-Out", where faculty, general staff, and students rehearsed safety measures that would be in place during an actual earthquake. The drill was very successful and the feedback received regarding overall procedures was positive.

At the beginning of each school year, a handbook entitled "Student Handbook" is sent home to be acknowledged and reviewed by parents. In compliance with Education Code 48980, parents and guardians sign a review notice and return it to school. The handbook covers expected student behavior and consequences are defined, as well as all other policies that ensure student safety.

The buildings on campus are maintained regularly. For the purpose of daily room repairs, work orders are submitted to the office manager for broken desks, and electrical power issues. There are daily logs for bathrooms to ensure proper maintenance and supplies. During the summer, logs are kept for each building on campus. There are up to three custodians in the morning and nine custodians at nights, who discard trash, sweep and mop floors, replace light bulbs, and remove graffiti. When notified, broken desks are replaced, and electrical power issues are addressed. Leaks are addressed and boilers and air conditioners for heat and air are managed.

The principal maintains an open-door policy, making himself available for concerns and school-related issues. There is an emphasis to work collaboratively in faculty and department meetings on issue related to the school. The administration provides ways to communicate effectively within department meetings, (i.e. data

analysis, technology training, and any other procedural information.) "A" Monday Meetings" led by the administration. At such meetings, procedural information is disseminated, and professional development is held.

Findings	Evidence
PHS has policies in place that provide a safe, clean, and orderly environment.	• Graffiti has decreased since the installation of security cameras • Work Orders – staff are able to file work orders through the Assistant Principal in charge of facilities to fix and maintain building issues • Security staff – members of security patrol campus throughout the day and monitor entries and exits • Security, administrators, and P.E. teachers communicate on a two way radio system at all times • Emergency Plans – PHS has a school-site Disaster Plan in place • Drills are rehearsed on a scheduled or annual basis • District-wide emergency plan • Intercom system in all classrooms to communicate- especially in disaster/emergency situations • Bi-Annual Campus Beautification days (volunteer/PTSA- run) to clean campus and plant new landscaping.
PHS demonstrates a caring, which demonstrates concern, and high expectations for students in an environment conducive to learning	• Upward Bound & Puente Programs – programs designed to help students matriculate to university. • ROP – allows students to pursue vocational skills through a series of classes offered off-campus and throughout the community. • ROP Job placement • Workability Program – job

Atmosphere of Trust, Respect and Professionalism	placement and internships (similar to ROP) for special education students • Edmark Program- reading program for severely handicapped students • CASHEE Math and English classes are offered to students who have not yet passed the CASHEE test • Principal maintains an open-door policy • Emphasis to be collaborative in faculty and department meetings • Administration provides time to analyze data in department meetings • Pullout days for department and technology training • Administration actively tries to create an atmosphere of communication and trust in faculty meetings and department meetings-lines of communication are open.

Areas of Strength
1. *Security effective in keeping majority of kids in class*
2. *Grade level assemblies*
3. *Attendance meetings with parents*

Areas for Growth
1. *Security hard to reach*
2. *Campus not kept clean during the day*
3. *Trust with administration low*
4. The staff is concerned with the maintenance of restrooms. According to teachers bathrooms need a second cleaning on a daily basis. The restrooms in question are both staff and student restrooms.

E3. To What Extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

The counseling team is comprised of five counselors who provide services to students and their families with course programming and social, emotional,

academic, and behavioral support. Since the 2008-2009 Western Association of School Credentialing (WASC) visit, the counseling caseload assignments have changed from division by grade level to alphabetical by student last name. This change provides a long-term relationship between counselor, student, and their parents. This creates an opportunity for continuity in counseling services provided to students throughout their four years, as well as to families with two or more students attending Pasadena High School.

Areas of Strength
1. *Staff supports and attends IEP meetings*
2. *Counseling Office*
3. *Naviance for students and parents*

Areas for Growth
1. *Professional Development for Teachers and Training*
2. *Timely IEP information to staff*
3. *Lack of Support for students with IEP's*

E4. To what extent do students have access to a system of personal support services, activities, and opportunities at school and within the community?

Pasadena High School's Student Support Personnel Team (SSPT) has embraced the National Standards for Counseling. The SSPT works to deliver services in the academic, career, and social/emotional domains. The counselors design, coordinate, implement, and evaluate an equitable support system that serves all students by incorporating and integrating current legislation (AB1802), the school plan, student surveys, and assessments.

Over the last three years, counselor have partnered with teachers, academic coaches, and administrators to ensure appropriate course offerings, dissemination of information through classroom presentations, and a counseling-referral system. This open communication and collaboration is crucial to meeting students' needs.

Findings	Evidence
PHS students receive appropriate support along with an individualized learning plan to help ensure academic success.	• SSPT Counselor Reports show how students receive appropriate academic and social support • The Master Schedule is created each year to accommodate the student body's' academic needs • AP Parent Night is an informational meeting where students and parents, can receive information on course offerings • Freshmen Orientation – incoming

	freshmen receive information on classes offered at PHS as well as information on student activities and elective classes.
	• Students have the opportunity to meet with counselors to create 4-year plans
	• Back to School Night – parents and students have the opportunity to meet with teachers regarding academic expectations and plans for success
	• IEPs/504 Plans – the Special Education Department, counselors, and teachers collaborate to meet the needs of students with IEPS and 504 plans
	• The ELD Program accommodates all ELL students in ELD levels 1-4 as well as helping students meet the reclassification requirements
	• AP/honors program – PHS has increased the numbers of sections of AP classes offered to accommodate students requests
	• SAT/PSAT Data – there is an overall increase in students who take both exams and an increase in scores
	• CST Data
	• CASHEE Data – there is an increase in the number of 10th grade students passing the CASHEE Exam
PHS Students have access to a system of personal support services, activities, and opportunities at school and within the community.	• CASHEE Intervention Classes – classes are offered to assist students in passing the exam
	• Parent/Student Survey – responses indicate student and parent approval of school function
	• Hathaway-Sycamores Counseling Center- therapeutic counseling is available to students

	• Trained psychologist counsel students • Brotherhood Assembly – Annual assembly that feature performances by our school's cultural clubs. • Clubs

Areas of Strength
1. *Large number and variety of clubs*
2. *Learns Program*
3. *Sports Teams*

Areas for Growth
1. *Counselors Case load to high*
2. *Website training for staff*
3. *Naviance training for all staff*

Chapter V: School-wide Action Plan

CHAPTER FIVE:

School-Wide Action Plan

Goal #1 Discipline Plan: To support and improve the college and career going culture for all students. To achieve this there needs to be an understanding and a collective effort by all stakeholders to uphold an effective discipline plan.

Rational: Results from Focus Group narratives and teacher surveys state that there is a need to develop a discipline plan that will support and enrich the academic program and learning environment.

SLOs: All

Objective 1	Action	Persons	Timeline	Assessment and Evidence	Reporting Process
• Focus on implementing and holding all students accountable to Pasadena Unified School District's (PUSD) expectations of student behaviors and attendance policy.	• Share and train all staff, faculty, students, and parents on PUSD's attendance policy flow-chart. • SARB severe truancy cases. • Increase number of home visits	• CWAS personnel • Site administration over attendance • Counselors • Attendance clerk • Community Assistant • Probation Officer	• Start of 2015/2016 school year	• Reductions in number of truancies and tardies. • Attendance data and reports • Number of SART meetings held and letters sent home	• Quarterly reports from CWAS • Review by administration • Share report data with staff and faculty

Objective 2	Action	Persons	Timeline	Assessment and Evidence	Reporting Process
• Create a discipline plan and flow chart with specific roles and responsibilities.	• Get input from all stakeholders to develop a discipline plan and flow chart. • Develop a discipline plan and flow chart • Redefine repercussions for students who do not serve assigned consequences. (i.e. Saturday school or after-school detention)	• Administration • Classified staff • Certificated Staff (Teachers and Counselors) • Parents	• Ready to implement at the start of the 2015/2106 school year.	• Developed matrix with clear roles and responsibilities • Teacher survey at end of each semester to gauge effectiveness • Higher turnout rates at Saturday school or after-school detention	• Discipline reports developed by administration • SPSA and LCAP reports • SSC approval

Objective 3	Action	Persons	Timeline	Assessment and Evidence	Reporting Process

• Establish an effective classroom management policy.	• Implement and execute a school-wide classroom management protocol that preempts the involvement of administration and classified staff.
	• Classroom management protocol should be research-based.
		• Teachers
		• Counselors
		• Administration
			• Begin develop and pilot in the spring of 2015.
			• Continue to refine and revise throughout the year in Common Meeting Time (CMT).
			• By 2015/2016 have a working discipline plan.
				• Lower incidents of the following:
				  o Referrals
				  o SSTs
				  o Saturday School
				  o After school detention
				• Pre and post data comparisons
				• Online-records of communication
					• Home-contacts via the following:
					  o Phone calls
					  o Email
					  o Report card
					  o Notices mailed home
					  o Home visits
					• Email messages between teachers, parents/guardians, counselors, case-carriers, administration

School-Wide Action Plan

Goal #2 Professional Development: To support the development and effective plan for achieving goals identified by staff, faculty, and administration. This includes further developing leadership potential with in the staff. The process will be ongoing.

Rational: To achieve meaningful professional development in the areas of facilitator training, effectiveness of department collaboration, new teacher orientation, and systems instructions. This will support departments, teacher groups, and teams in accomplishing set goals and achieving student learning outcomes.

SLOs: All

Objective 1	Action	Persons	Timeline	Assessment and Evidence	Reporting Process
• Training staff on all programs (Naviance, ABI, Aeries, Parent Portal, technology, etc.)	• Utilize scheduled A and B Monday professional development time for training staff. • Prioritize professional development needs. • Schedule and calendar staff trainings.	• Staff, training facilitators and administration (district and site).	• Ongoing	• Improved staff participation and use of support systems and technology.	• Submitted records and minutes of P.D. to team leaders and administration.

Objective 2	Action	Persons	Timeline	Assessment and Evidence	Reporting Process
• Time for collaboration and department meetings.	• Utilize scheduled A and B Monday professional development time for department meetings and teacher collaboration groups. • Review of student achievement goals • Analyzing student assessment data • Provide release time for peer observations and collaboration on best practices.	• Department and team members • Group facilitators • Counseling • Administration	• Ongoing	• Department meeting agendas and minutes • Review of desired outcomes • Assessment results and analysis • Peer observations	• Reports to administrative team and department members

Objective 3	Action	Persons	Timeline	Assessment and Evidence	Reporting Process
• New teacher orientation meetings	• Create goals and a process of new teacher support • Ongoing collaborative support and training • Monthly peer and administrative meetings • On site teacher mentoring • Establish new teacher mentors and training	• New teachers • Department chairs • Counselors • Administration • BTSA Coordinator and mentor	• Prior to the beginning of school • Upon hire (if after the beginning of school)	• Meeting agendas • Scheduled trainings • Peer observations	• Reports to department chairs and administrative teams • BTSA Coordinator and mentor

School-Wide Action Plan

Goal #3 Common Core: The continuing implementation of Common Core State Standards (CCSS) and the achievement of the Student Learning Outcomes (SLOs) with an emphasis on instructional strategies, cooperative learning groups, project-based learning, writing across the curriculum, analysis of data, and the time needed to collaborate and execute a protocol that ensures the success of all students. Professional development in this area will be a priority.

Rational: Results from Focus Group narratives and teacher survey results have identified the transition to CCSS as a critical area of need. The implementation of CCSS is a requirement as of fall 2014; therefore, stakeholders must transition to a new curriculum, new forms of instruction, and new forms of assessment.

SLOs: All

Objective 1	Action	Persons	Timeline	Assessment and Evidence	Reporting Process
• Development and implementation of PUSD CCSS units, scope and sequence, and assessments	• Department time and teacher collaboration • Combination of both "A" and "B" Mondays must be used to collaborate • Professional Development • Use of technology	• Department Chairs • Common Core Lead Teachers (CCLTs) • Teachers • Assistant Principal of Curriculum • Principal	• Effective immediately and ongoing	• District Benchmarks • District Performance Tasks • Departmental and/or teacher generated assessments. • Smarter Balance Assessments	• Department meetings/minutes • Data analysis • Correspondence with Assistant Principal of Curriculum • Principal reports • Report Cards • API and AYP

Objective 2	Action	Persons	Timeline	Assessment and Evidence	Reporting Process

• Vertical alignment by department	• Analysis of CCSS rubrics, sample work, rubrics
	• Departments must align prerequisites with upper level course offerings:
	  ○ Math 1, Math 2, Math 3
	  ○ ELA 9, ELA 10, ELA 11
	  ○ Etc.
	• Department time/teacher collaboration
	• Combination of both "A" and "B" Mondays must be used to collaborate
		• Department Chairs
		• Common Core Lead Teachers (CCLTs)
		• Teachers
		• Counselors
		• Assistant Principal of Curriculum
		• Principal
			• Effective immediately and ongoing	• Assessments
				• District Benchmarks
				• District Performance Tasks
				• Departmental and/or teacher generated assessments.
				• Smarter Balance
					• Department meetings/minutes
					• Data analysis
					• Correspondence to Assistant Principal of Curriculum
					• Principal

Objective 3	Action	Persons	Timeline	Assessment and Evidence	Reporting Process
• CCSS-based writing instruction in all departments (Writing Across the Curriculum)	• All departments will begin a protocol that includes the teaching of content-specific writing instruction. • CCSS rubrics and CCSS released student sample writing will be used to guide the planning, and implementation of instruction • Department time and teacher collaboration	• Department Chairs • Common Core Lead Teachers (CCLTs) • Teachers • Counselors • Assistant Principal of Curriculum • Principal	• Effective immediately and ongoing	• District Benchmarks • District Performance Tasks • Departmental and/or teacher generated assessments. • Smarter Balance Assessments	• Department meetings/minutes • Data analysis • Correspondence to Assistant Principal of Curriculum • Principal • Report Cards

Objective 4	Action	Persons	Timeline	Assessment and Evidence	Reporting Process
• Cooperative learning groups, project-based learning	• Teachers will receive PD in the implementation of cooperative learning and project based learning strategies • Use of technology: teacher and student -based	• Teachers • Dept. Chairs • CCLTs • Counselors • Principal and Assistant Principal of Curriculum	• Effective immediately and ongoing	• Attendance at site-based PD and/or district PD • Student Work • Varied assessment tools • Informal observations • Formal evaluations	• Attendance sheets/sign-in sheets • Documentation of teacher observations

School-Wide Action Plan

Goal #4: Communication: To streamline the use of communication tools to improve communication between all stakeholders: students, teachers, parents, counselors, and administrators.

Rational: PHS has various communication tools, but teacher surveys and focus group narratives prove a need to have consistency on using available tools and constant training of teachers when new tools are introduced to staff.

Objective 1	Action	Persons	Timeline	Assessment and Evidence	Reporting Process
• Training staff on all programs (Naviance, ABI, Aeries, Parent Portal, Chromebooks, Google, etc.).	• Survey staff on which programs they need training in and set-up date and time of the training(s). • Based on teacher survey, set-up a workshop staff meeting, providing staff various options from which to attend and receive support.	• Administrators • Certificated staff (Teachers and Counselors) • Classified staff • Parents and students	• Ongoing •	• Parent and teacher surveys • WASC follow-up visit • Reports on the frequency of usage by each program. • PTSA • SSC • ELAC	• Reports to staff and parent groups

Objective 2	Action	Persons	Timeline	Assessment and Evidence	Reporting Process
• Collaboration and Department time	• Have each department create a plan to collaborate within their department and/or Pathway. • Development of an explicit plan with dates, times, and names by the end of the 2014/2015 school year. • Balanced usage of A and B Monday time. • Calendar dates at beginning of year to ensure availability of subs. • Allot each department a budget for collaboration and Professional Development. • Common grading policy by department.	• Department Chairs • Pathway Leads • Administrators	• Ongoing	• Agenda with list of outcomes addressed during pullout time. • Calibration of student work. • Evidence of common grading policy by department.	• Department time agendas • Pathway meeting agendas • Calibration of student work. • Grade distribution reports (quarterly).

Objective 3	Action	Persons	Timeline	Assessment and Evidence	Reporting Process

• Improve Communication Technology	• Connectivity between all these (ABI, Parent portal, website programs).
	• Training on how to use these programs.
		• ITS district personnel
		• Administration
		• Classified Staff
		• Certificated Staff
			• Begin in the summer of 2015
			• Ongoing
				• Reduction in paper and reproduction costs for communication purposes
				• Higher student/parent attendance at important school events & meetings
				• Higher classroom grades
				• Higher test scores
				• Lower incidents of the following:
				  ○ Referrals
				  ○ SSTs
				  ○ Saturday School
				  ○ After school detention
					• following:
					  ○ Phone calls
					  ○ Email
					  ○ Report card
					  ○ Notices mailed home
					• Email messages between teachers, parents/guardians, counselors, case-carriers, administration
					•

				• Pre and post data comparisons • Online-records of communication	