

PASADENA UNIFIED SCHOOL DISTRICT

**SCHOOL ACCOUNTABILITY PLAN
2017-2018**

-The Single Plan for Student Achievement

Pasadena High School

19-64881-1936822
CDS Code

Date of this revision: 05/17/2017

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

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

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The District Governing Board approved this revision of the School Plan on .

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Mission Statements and School Descriptions

2017-2018

School Vision and Mission

Pasadena Unified School District Mission Statement

The Pasadena Unified School District's mission is to provide rigorous education in an environment that engages and empowers all children to become lifelong learners; our students will be thinking, literate, productive, responsible, and ethical, able to compete in and contribute to a diverse, democratic society.

Pasadena High School's Mission Statement

The purpose of education at Pasadena High School is for students to be elevated to their maximum ability as individuals. Our students will learn to think intellectually, to learn to be thoughtful and appreciative, learn to respect, acquire knowledge and understanding, learn to participate as citizens in a democratic society, learn to understand and accommodate social similarities and differences, and learn any basic and special skills to succeed in life.

Vision Statement

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.

School Profile Description

Please include:

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

Pasadena High School is the largest comprehensive public high school that serves students of Pasadena, Altadena, and Sierra Madre. Pasadena High School (PHS) has been recognized by the U.S. News and World Report's as a Best High Schools Silver Award recipient over the past three years. PHS includes grades ninth through twelfth grade. PHS offers three College and Career Pathways: Creative Arts Media & Design (CAMAD), Law and Public Service (LPS) and the App Academy. Furthermore, PHS offers a comprehensive college preparatory program of study using A-G requirements that enable students to attend a four-year university. PHS is committed to maintaining and providing a first class education to support and prepare all of our students to be college and career ready. PHS programs include AP and Honor courses, fine arts, clubs, organizations and athletics. We are partners in education with the Pasadena Educational Foundation.

PHS is accredited by the Western Association of Schools and Colleges (WASC) and has maintained the six-year accreditation earned in 2015 with an annual review at the three-year midterm visit in 2017-18 that continued the original accreditation until.

Pasadena High School was established in 1891. In 1928, Pasadena High School merged with the Pasadena Junior College. In 1953, Pasadena High School was re-established and in 1960 PHS was built at its current site. For over 123 years, PHS has maintained an unwavering commitment to provide students with a firm, wide-range academic foundation on which to build a successful future. With approximately 1680 students from varying backgrounds, cultures, socioeconomic groups, the school's ultimate strength lies in its ability to offer diverse programs, services and instructional methodologies to meet the needs of all students.

Pasadena High School provides a rigorous academic environment, one with high expectations focused on student achievement. The faculty, staff and administration govern a curriculum with support programs that are in place to inspire students to reach their highest level of achievement. Along with the assistance of one principal, three assistant principals, a certificated staff of 68 teachers, five counselors, one librarian, one nurse, forty-four classified staff, various support personnel, one ROP technician, PTSA, SSC, ELAC, AAIS, one school psychologist, one probation officer, and two part time resource officers from the Pasadena Police Department all work in harmony to establish a positive learning community student centered. PHS endeavors to foster an environment for learning that prepares students to be successful in colleges and careers and to become life learners. The school has developed Connect Ed Linked Learning Pathways and offers a variety of outstanding extracurricular programs, including the California State Scholarship Federation, National Honor Society, Marching Band, Cheerleading, numerous Athletic programs, Spanish Club, Yearbook, Chronicle, Green Club et. al. to name a few. Within our school community there are several special programs that focus on education. PHS is the headquarters to the Pasadena Educational Foundation STEM and Robotics program, Alternative Education Program Center for Independent Studies (CIS), Thesys credit recovery program and Sycamores Hathaways behavioral and prevention student services program.

The blending of our student programs promotes a strong renewed school spirit with pride that is felt throughout the campus and community. Any student with the willingness to learn and desire to achieve has limitless opportunities to find success at Pasadena High School. (Expected Student Learning Results (ESLRs):

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 purposes 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 engage and respect cultural diversity.

Powerful Instruction

Pasadena faculty, staff and administration is currently in year five of implementation of the Common Core State Standards (CCSS) adopted by California Department of Education in 2010. PHS piloted and revised the Common Core Units with our Curriculum Revision Workshop (CRW) team. Assessment mapping to Smarter Balanced Assessment Consortium (SBAC) were also created. Continuing in 2014-15 "roll-out" of Common Core instruction is in the feedback from teachers phase and the Curriculum Revision Committee (CRC) continues the refinement of instruction and assessment. By 2015-16 full implementation of Common Core planning and instruction will be school wide. Increased focus on instruction, professional development, and development of coaching for teachers to make required changes in their practice is ongoing.

Outstanding Staff

PHS teachers are implementing several initiatives all aimed at delivering a first class education: 21st Century Education, Transition to Common Core Standards, Technology Infrastructure for Common Core full implementation by 2015, collaboration and communication between all stake holders, capacity building using the Distributive Leadership Model as presented by Connect Ed Linked Learning 2013. Most AP teachers and Honors teachers attended an AP workshop in the summer of 2013. Our AP team is in the process of refining our advanced placement program. Equally important, the district EL Master Plan approved in August of 2013 is also in full implementation. The continued development and sustainability of smaller learning communities (SLC) called Connect Ed Linked Learning pathways are preparing for year four of Law and Public Service (LPS) and the App Academy. On the other hand, Creative Arts Media and Design (CAMAD) is fully implemented and certified by Connect Ed Linked Learning.

Quality Learning Environment

An essential practice for Linked learning sustainability is the implementation of Distributive Leadership. PHS believes that this model of leadership extends the overall responsibility for leadership beyond an individual and instead builds a community of leaders with a common goal. Thus the administrative team has linked and engaged the school department chairs, teachers, counselors, classified staff, students and parents into a true site based decision making team. Connect Ed Linked Learning implementation is the districts high school reform effort that emphasizes interdisciplinary, project-based learning that is aligned with the implementation of the Common Core State Standards (CCSS). Smaller Learning communities such as the Connect Ed Linked Learning Pathways (CAMAD & LPS) and App Academy have a continuum framework. This framework primary purpose is to support teachers in these pathways to engage all students in rigorous and relevant learning that taps their intrinsic motivation and interest and improves their overall achievement. Behaviors for learning and teaching include five steps: Collaborative, Student Directed, Outcome Focused, Relevant and Rigorous and Integrated.

Pro-social skills development, in alignment with the 21st Century skills initiative is a pedagogical cornerstone of PHS's culture of academic excellence.

Teachers are in the process of implementing core principals of the Behavioral Response to Intervention Initiative through redefining expectations for the universal adoption of 16 Proactive Classroom Management strategies as a foundational element of Tier One intervention. The integration of resources drawn from the S3 grant has revitalized school spirit and has been instrumental in providing a sense of community to all students. An overwhelming drop in out of school suspension is indicative of RTI implementation, which in turn increased academic instructional time.

Pasadena High School is in partnership with the district to promote the African American Student Success Initiative (AASSI). Professional development is currently being provided again this year for four additional PHS teachers with Dr. Mack Hines III, the lead consultant for this initiative. PHS hosted Dr. Hines for a parent informational session sponsored by the District African American Parent Council during Fall 2013. In addition, PHS is in the process of establishing an African American Parent Council in order to ensure two way communication and participation for all students and the larger school community.

To maintain academic consistency through periods of teacher absence, emergency lesson plans are required of all teachers, to be on file in the main office.

Communication of academic progress is ongoing to students and parents. Communication is in the form of a program called School Messenger, Nixle, traditional newsletters, letters, and the school website. Academic progress is communicated to parents in the form of five-week progress reports, quarterly and semester grades through Parent Portal.

Parents are very supportive of the educational programs at Pasadena High School. Parents participate in the Parent Teacher Student Association (PTSA), English Language Acquisition Committee (ELAC), School Site Council (SC), boosters, the Instrumental Music Club, and all athletic programs. Parents have demonstrated their faith and confidence in their students, faculty, staff and administration by responding in high numbers to Welcome Back Night and Open House and the development of the Annual Fund that rose over \$100,000. The rebuilding of the Alumni Association is taking shape with the Class of 1983 leading the way, spearheaded by Stacy Harvey, who is a former Oakland Raider.

A healthy student recognition program encourages positive student behavior and academic excellence. Students are recognized for consistent academic performance and for improved GPAs at the end of every six weeks. The Academic Awards program is held at the end of the year for grades 9-11. And the seniors are honored at Senior Spot Light with awards and scholarships and have a morning banquet at school. Over the course of three years, our graduating classes have steadily increased the amount of scholarship and grant monies for higher education: Class of 2010-11 earned \$1.5 million, Class of 2011-12 \$5.2 million, Class of 2012-13 earned \$7.0 million, and Class of 2013-14 earned \$11.2 million. This is reflective of the changing norm at our school where college attendance is the expectation.

PHS implemented the Honor Roll, Perfect Attendance or near perfect, and the scholarship winners are highlighted throughout the campus with an intentional marketing campaign. PHS is a member of the Pacific Athletic League which is associated with the California Southern Section. PHS offers several athletic opportunities: Fall season: Boys Water Polo, Cross Country, Football, Girls Tennis, Girls Volleyball and Cheerleading. Winter season: Basketball for boys and girls, Girls Water Polo and Soccer for boys and girls. Spring Season: boys and girls Badminton, Baseball, Softball, Swimming and Boys Tennis.

PHS students are encouraged by all stakeholders to prepare for the University California System, California State Colleges, Private Universities and Community Colleges by completing many combinations of honors and/or AP course work. Honors Courses: Freshmen English, Sophomore English, Junior English and Senior English, World History, US History, Economics, US Government, Algebra II and Geometry. Thesys afterschool remediation courses are available for students who are in need of remediation. Additionally, there is support for our English Language learners through the afterschool tutoring program, as well as the Read 180 infused in English Language Arts classes. The district program, Twilight, is also offered to students who are in need of credit recovery.

Advanced Placement (AP) Courses: Biology, Calculus AB, Calculus BC, Chemistry, Computer Science A, Environmental Science, Physics B, Physics C, Psychology, English Language, English Literature/Comp, European History, French Language, Music Theory, US Government/Economics, US History, Spanish Language, Statistics, and Studio Art. Additionally, PHS offers the Puente Program, which identified Latino students who have academic potential. These students are assigned to a teacher-advisor and to a mentor from the community; they also visit college campuses and attend special lectures to motivate them into action. The mission of the Puente Program is to increase the under-served students who enroll in four-year colleges and universities, earn a degree, and return to their community as leaders and mentors to future generations. In foreign language, PHS students regularly place within the top 10% of the National French Contest (Le Grand Concorus), this competition is sponsored by the American Association of the teachers of French. Students of French in grades 10-12, in all 50 States and abroad, take a written test, and compete against students with similar educational backgrounds for prizes.

Extra Curricular Opportunities

PHS offers the National Naval Defense Cadet Corp (NNDCC) Program, a leadership program for high school students has approximately 100 students that are engaged in leadership activities, community service and are given a preview the rewarding experiences of the Navy. Students are encouraged to participate in the school's academic and extracurricular activities, which are an integral part of the educational program. These school-wide incentives promote positive attitudes, encourage achievement and aid in the prevention of negative behavior issues. The Associated Student Body (ASAB) offers activities, sports, clubs, and organizations at Pasadena High School that include the following: Armenian Club, Art Club, California Scholastic Federation (CSF), Chess Club, The Chronicle, Dram Club, Fishing Club, French Club, Impact, Instrumental Music, Interact, LASA, Marching Band, MESA, National Honor Society (NHS), Cheerleaders , Photography Club, Speech and Debate, Upward Bound, CAMAD, Law Club, LEARNS, Yearbook, Christian Club and the Green Club.

PHS offers a workforce preparation program that includes skill-building opportunities through the Regional Occupation Program (ROP), which offers various career-training courses in a number of areas, as well as school-to-work activities through business partnerships in the community. We offer ROP courses: Sports Medicine, Photography, Law Enforcement, Print Shop, Web Design, American Sign Language, and Forensics.

Accountability

All Pasadena, Altadena and Sierra Madre stakeholders can truly take pride in Pasadena High School for continued improvement in academic, scholastic and athletic achievements. There is a clear, unwavering focus on student achievement that is validated by our achievement data and assessment indicators. Various measurements of student achievement are used as an ongoing part of the quality instructional program. These measures keep in balance student progress. Our faculty, staff, students, parents and administration are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plans. These teams ensure that instructional programs as per the PUSD strategic plan are in effect. Opportunities for involvement include but are not limited to: Bilingual Advisory Group, Department Chairs, Grade-Level teams, Parent-Teacher Student Association, Safety committee, School Leadership Team, School Site Council, Student Study Teams, Attendance Committee, Technology Committee, CAMAD advisory board, LPS advisory board to name a few. The faculty, staff and administration of Pasadena High School has established and conveyed high expectations for all stakeholders. The curriculum and educational programs are in place to allow students to reach their highest potential.

School Data for 2016-2017 School Year (Prior Year)

Student Enrollment by Group

Student Demographics			Culture/Climate		
	#	%		15-16	16-17
African American	270	16%	Attendance %	96.4%	
Asian	75	6%	Truancy %	94.5%	
Hispanic/Latino	988	58%	Suspensions		
White	256	15%	# of	154	
Multiple/No Response	37	2%	# of individual students	91	
Other		%	Referral for Expulsions		
English Learner	94	6%	# mandated	0	
Socio-Econ. Disadvantaged		%	# permissive	0	
Special Education	85	5%			
Foster Youth		%			
Total Enrollment:	1778				

Reclassification

Target	15% increase
% of students who reclassified	35%
% of students that moved up by 1+ levels	35%

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

Area of Focus	Measurable Outcomes (Targets)
Math	<ol style="list-style-type: none"> 1. Increase the percentage of students scoring meets or exceeds on the SBAC Math assessment by 8 percentage points. 2. Increase the percentage of students scoring “college ready” on EAP Math by 5 percentage points.
English Language Arts	<ol style="list-style-type: none"> 1. Increase the % of students scoring meets or exceeds on the SBAC ELA assessment by 8 percentage points (A) 2. Increase the % of students scoring “college ready” on EAP ELA by 5 percentage points. (B)
Closing the Gap- must include one indicator for EL	<ol style="list-style-type: none"> 1. Maintain or increase reclassification rates with ELPAC assessment given in Spring 2018 (new assessment). 2. Minimize performance gaps in SBAC English and Math exams between highest and lowest performing student population groups. 3. Minimize gaps between student population groups that are on track to be A-G eligible by graduation.
Parent and Community Engagement	<ol style="list-style-type: none"> 1. Continue to increase parent participation in school-sponsored events (i.e.Freshman Orientation Night, Back to School Night, AP Parent, Open House). 2. Increased membership and participation in groups such as ELAC, PTSA, and establish African American Parent Council at PHS for 2017-2018 school year. 3. Establishment of African American Parent Council at PHS.
School Safety, Climate and Culture	<ol style="list-style-type: none"> 1. Develop systems to increase daily attendance and minimize class tardies. 2. Utilize RTI Universal Screener to develop tiered monitoring of students at-risk of not graduating due to discipline infractions and placement.
School Selected*	<ol style="list-style-type: none"> 1. Implement procedures and timeline to ensure all students of the Class of 2019 and beyond successfully complete elements of Graduate Portfolio. 2. Classroom teachers integrate and assess assignments using each of the four rubrics
Graduation/Career and College Ready (High Schools Only) – must include an indicator for CAHSEE	<ol style="list-style-type: none"> 1. Increase number of students A-G eligible by 4 percentage with the class of 2017. 2. Increase percentage of underclassmen that are on track to be A-G eligible by graduation.

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

	PRIORITIES	CDE MEASURES(not exhaustive list) These are the measures identified within the LCAP as per CDE
Conditions for Learning	Basics (B)	<ul style="list-style-type: none"> • Rate of teacher misassignment • Student access to standards-aligned instructional materials • Facilities in good repair
	Implementation of CCSS (CCSS)	<ul style="list-style-type: none"> • Implementation of CCSS for all students, including EL's and students
	Course Access (CA)	<ul style="list-style-type: none"> • Student access and enrollment in a broad course of study that includes all of the subject areas
Student Outcomes	Student Achievement (SA)	<ul style="list-style-type: none"> • Performance on standardized tests • Score on API • Share of students that are college and career ready • Share of ELs that become English proficient • EL reclassification rate • Share of students that pass AP exams with 3 or higher • Share of students determined prepared for college as measure by the EAP
	Other Student Outcomes (OSO)	<ul style="list-style-type: none"> • Other indicators of student performance in required areas of study. May include performance on other exams
Engagement	Parent Involvement (PI)	<ul style="list-style-type: none"> • Efforts to seek parent input • Promotion of parental participation
	Student Engagement (SE)	<ul style="list-style-type: none"> • School attendance rates • Chronic absenteeism rates, • Middle and high school drop out rates • Graduation rates
	School Climate (SC)	<ul style="list-style-type: none"> • Student suspension rates • Student expulsion rates • Other local measures

Planned Improvements in Student Performance – Target/Goal Page

<p>LCAP GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.</p>	
<p>Area of Focus: X Math (LCAP Goal 1) English Language Arts (LCAP Goal 1) Closing the Gap (LCAP Goal 1) Parent and Community Engagement (LCAP Goal 4)</p>	<p>School Safety, Climate and Culture (LCAP Goal 3) Graduation/College and Career Ready (LCAP Goal 1) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>
<p>Narrative:</p> <p>SBAC/EAP Data * In 2016, PHS Math - 34% of students were at or above standard (Level 3 and 4 indicate college ready per EAP criteria) compared to 33% for the state and 27% for the district. This was a 5 point increase from 2015. * In 2016, African American - 23% of PHS students were at or above standard (compared to 14% for the state and 16% for the district). This was a 6 point increase from 2015. * In 2016, Hispanic Latinos - 27% of PHS students were at or above standard (compared to 20% for the state and 22% for the district). This was a 5 point increase from 2015. * In 2016, economically disadvantaged - 28% of PHS students were at or above standard (compared to 21% for the state and 22% for the district). This was a 3 point increase from 2015.</p> <p>Needs/Areas of Improvement * SWDs and EL student groups underperform significantly when compared to higher performing peer groups. * Increase number of students identified as being college-ready according to EAP criteria * 54% of Class of 2020 successfully completed Math 1 Semester 1 with a "C" or better (A-G Ready)</p>	
<p>Measurable Outcomes: LCAP metrics-schools can include additional</p> <p>Increase the percentage of students scoring meets or exceeds on the SBAC Math assessment by 5 percentage points. Increase the percentage of students scoring “college ready” on EAP Math by 5 percentage points.</p>	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>
<p>Provide intervention supports for student groups that have been identified as underperforming.</p>	<p>1. Identify individual students strengths/ weaknesses and develop tutorial groups based upon student needs.</p> <p>2. Utilize ALEKS, Carnegie Learning, and online components to support direct instruction.</p> <p>3. SPED case carriers monitor progress of SWDs.</p> <p>4. EL Coach monitors progress of ELs.</p>	<p>1a. (July-August 2017) Examine 2015, 2016 SBAC data + Integrated Math 1, 2 performance</p> <p>1b. (August-April) Organize tutorial groups for advisory/after school/Saturday School.</p> <p>1c. (August-April) Provide support for remediation, student conferences, and practice during tutorial sessions.</p> <p>1d. (Monitoring) PUSD Common Assessments, Course Grades, SBAC Interim Assessments, Performance Tasks</p> <p>2. (September) Administer RTI Assessment through ALEKS to determine math levels of students.</p> <p>(September-May) Students complete ALEKS modules and monitor progress.</p> <p>3. Case carriers check student progress every five weeks and conference with teachers.</p> <p>4. EL Coach checks student progress every five weeks, conferences with</p>	<p>0000: Unrestricted</p> <p>0001-0999: Unrestricted: Locally Defined</p> <p>0001-0999: Unrestricted: Locally Defined</p>	<p>LCFF-LCAP 15,000</p> <p>General Fund 10,000</p> <p>LCFF-LCAP 25,000</p>	<p>July 2017- May 2018</p>

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
		student/family, and assigns tutorials for students.			
Provided differentiated instruction to address diverse academic needs and readiness levels of classes.	1. Plan, design, and implement instructional blended model, utilizing direct instruction and online resources for students. 2. Professional learning through book study of "How to Differentiate Instruction In Academically Diverse Classrooms", and model reading comprehension strategies for all content areas.	(August 2017-May 2018) 1. Provide training for ALEKS, Carnegie Learning, and other online materials that will be utilized through math classes. 2. Conduct book study discussion/ lessons during A Day professional development.	0001-0999: Unrestricted: Locally Defined	General Fund	August 2018 2017-May
Provide systemic data analysis protocol to examine student performance for summative and formative assessments.	Utilize data analysis protocol ("ATLAS Looking at Data"; "Collaborative Reflection of Data") to determine implications for classroom practice.	(July-August 2017): Develop Assessment Calendar for Level Common Assessments, District Assessments, and SBAC Interim Assessments (October 2017, January 2018, March 2018) 1. Administer SBAC Interim exams 2. Analyze student results using protocol and determine strengths/weaknesses. 3. Develop plan of action for classroom instruction and remediation.	0001-0999: Unrestricted: Locally Defined	General Fund 10,000 LCFF-LCAP 10,000	August 2018 2017-May
Access and implementation to CCSS-aligned materials that	1. Math teachers utilized MVP at beginning of the 2016-2017	1. Board Approval (May 2017)			

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>
<p>correspond with curriculum.</p>	<p>school year. Teachers piloted Carnegie Learning and Discovery Learning in Spring 2017 to determine materials for 2017-2018.</p> <p>2. Implementation of newly adopted materials for 2017-2018 for math classes.</p>	<p>2. Teacher training on new materials (August 2017)</p>			

Planned Improvements in Student Performance – Target/Goal Page

<p>LCAP GOAL 1: Students will demonstrate grade level knowledge in all core subjects and graduate in 4 years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free/Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.</p>	
<p>Area of Focus: Math (LCAP Goal 1) X English Language Arts (LCAP Goal 1) Closing the Gap (LCAP Goal 1) Parent and Community Engagement (LCAP Goal 4)</p>	<p>School Safety, Climate and Culture (LCAP Goal 3) Graduation/College and Career Ready (LCAP Goal 1) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,</p>
<p>Narrative:</p> <p>Strengths</p> <p>In 2016 PHS increased by 4% points in the In the category "4 Exceeded Standard," but was still below the state average by 5% points. In 2016 PHS equaled the PUSD's average of 21 points in the category "4 Exceeded Standard," of 21 points but was below the state average by 5% points. In 2016 PHS exceeded the state by 2% points and exceeded the district average by 3% in 2015 In the category "3 Standard Met." In 2015 and 2016 PHS exceeded the state average by 5% points in category "3 Standard Met" for Economically Disadvantage. In 2015 PHS was also 5% points above the district. In 2016 PHS was also 5% points above the district.</p> <p>Areas of Need:</p> <ul style="list-style-type: none"> • Decrease achievement gap between highest performing population and African American, English Learners, and Students with Disabilities (SWD) • Develop systemic data analysis of district/campus common assessments and implications for classroom instruction • Monitor performance of student populations with respect to common assessments, performance grades in coursework 	
<p>Measurable Outcomes: LCAP metrics-schools can include additional</p> <ul style="list-style-type: none"> • Increase the % of students scoring meets or exceeds on the SBAC ELA assessment by 8 percentage points (A) • Increase the % of students scoring "college ready" on EAP ELA by 5 percentage points. (B) 	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
Decrease achievement gap between highest performing population and African American, English Learners, and Students with Disabilities (SWD).	1. Identify individual students strengths/ weaknesses and develop tutorial groups based upon student needs.	1a. (July-August 2017) Examine 2015, 2016 SBAC data + English 1, 2 performance 1b. (August-April) Organize tutorial groups for advisory/after school/Saturday School. 1c. (August-April) Implement lessons, blended model for tutorial sessions. 1d. (Monitoring) PUSD Common Assessments, Course Grades, SBAC Interim Assessments, Performance Tasks	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits 4000-4999: Books And Supplies	LCFF-LCAP	July 2017- June 2018
Systematic data analysis of formative and summative assessments, and implementing action plan.	1. Implement PUSD Benchmark Assessments (Reading/Multiple Choice and Performance Tasks) quarterly. 2. Assess and upload performance tasks using common rubrics. (pullout days for 9/10 and 11/12). 3. Utilize data analysis protocol ("ATLAS Looking at Data"; "Collaborative Reflection of Data") to determine implications for classroom practice.	When: Unit 1: October/November Unit 2: December Unit 3: February/March Unit 4: May Data analysis (Disaggregated by ethnicity, SE levels, SWDs, ELs, Achievement Level Descriptors, Strands/CCSSs) & plan of action based upon analysis	0001-0999: Unrestricted: Locally Defined	General Fund 10,000	September 2017- May 2018
Ensure all students on track to complete A-G English	1. Utilize credit recovery program to help students earn	1. (July-September 2017) Counselors identify students			

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>
<p>requirements.</p>	<p>lost credits (i.e. THESYS, ACELLUS)</p>	<p>deficient in credit and enroll in credit recovery.</p> <p>2. (August 2017-June 2018)</p> <p>Monitor student progress and performance in current courses.</p>			
<p>Provide differentiated instruction for all student populations</p>	<p>1. Professional learning through book study of "How to Differentiate Instruction In Academically Diverse Classrooms", and model reading comprehension strategies for all content areas.</p>				
<p>Creating, designing and implementing minimum course of study per grade level for universal access for all students.</p>	<p>1. Aligning standards to units of study.</p> <p>2. Designing CCSS question stems aligned to DOK levels to provide accessibility to all student levels.</p>	<p>(July 2017-May 2018)</p> <p>Who:</p>			

Planned Improvements in Student Performance – Target/Goal Page

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

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

Measurable Outcomes: LCAP metrics-schools can include additional

- Increase the % of academically at-risk students scoring meets or exceeds on the SBAC ELA assessment by 6 percentage points
- Increase the % of academically at-risk students scoring meets or exceeds on the SBAC Math assessment by 6 percentage points.
- Increase the % of EL students progressing at least one level or achieving proficiency by 15 percentage points across three years.*
- Increase the % of EL students achieving proficiency by 15 percentage points across three years.
- Increase % of English proficiency attainment among Long-term ELs by 15 percentage points.

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
Sheltered Instruction in core content classes focused on reading comprehension, writing, and academic language	1. Implementation of research-based instructional strategies; workshop model in classroom instruction. 2. Understanding and integrating CDE ELD Standards	1. Classroom Observations Learning Walks 2. Teacher Conferences, 3. Examining Student Work (A Days) 4. Assessment Analysis	0001-0999: Unrestricted: Locally Defined	LCFF-LCAP 30,000 General Fund None Specified	Summer planning (June 2017) August 2017-June 2018

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>
<p>Increase the number of special education (SPED) students on track for graduation based on number of credits earned from.</p>	<p>1. Student data (grades) collected each progress report</p> <p>2. Data talks held after each grading period with case carriers, sped department leadership team to complete an action plan template that will guide additional student supports</p> <p>3. If action plan deems necessary, an IEP amendment will be held to discuss possible interventions, accommodations and modifications to be put in place to support student progress</p> <p>4. Teacher observations, conferences and professional development conducted for teachers with high numbers of struggling students</p>	<p>1. calendar of data collection times for accountability; sped department leadership team; 5 data collection times each semester/ 10 in a year.</p> <p>2. calendar of data talks with each case carrier each grading period, action plan template completed after each data talk, action plans will include suggestions for interventions and additional supports to be implemented; case carrier and sped department leadership team; 1 completed action plan per case load per grading period.</p> <p>3. Case carriers will monitor the implementation of interventions, accommodations and modifications decided in the amendment IEP through communication with teachers and students once per grading period, adjustments made if necessary; case carriers; 100% of the IEP amendment will be implemented.</p> <p>4. teacher feedback cycles;</p>	<p>None Specified</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4000-4999: Books And Supplies</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>	<p>None Specified</p>	<p>September 2017- June 2018</p>

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>
		<p>teachers, case carriers, sped leadership team; each teacher identified will complete one feedback cycle each semester or more if necessary</p>			
<p>Align specialized academic instruction (SAI) with common core standards and general education curriculum</p>	<ol style="list-style-type: none"> 1. Align SAI core subject curriculum, Common Core Standards and general education curriculum through subject department meetings and A Monday Professional Development Meetings 2. Align common assessments in general education and SAI classes, then modify the aligned assessments to meet student needs 3. Implement modified assessments in core SAI classes 4. Conduct data talks with SAI teachers and general education teachers to review results and make improvements 5. SAI teachers and general education teachers collaborate on lesson planning 	<ol style="list-style-type: none"> 1. A Monday Professional Development agendas, Department Meeting (by subject) agendas; SAI and general education teachers; once a month SAI and general education teachers meet to align curriculum 2. 2 aligned assessments will be created/modified each semester; SAI and general education teachers 3. 2 aligned assessments will be administered each semester; SAI and general education teachers 4. calendar of data talks with SAI and general education teachers, action plan template completed after each data talk; SAI and general education teachers from each core subject; 2 data talks each semester 5. A Monday Professional Development agendas, Department Meeting (by subject) agendas; SAI and 			<p>August 2017-June 2018</p>

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>
		<p>general education teachers; once a month SAI and general education teachers meet to lesson plan</p>			
<p>English Learners need to increase reading comprehension scores on the ELPAC</p> <p>Long Term English Learners (ELs for more than 5 years) will increase reclassification rate</p> <p>English Learners will improve letter grades in content area classes (SDAIE classes)</p>	<p>Provide time for ELD Teachers to collaborate on ELPAC Prep.</p> <p>Continue to implement Advanced Reading and Writing Program for CELDT level 4 and 5 students</p> <p>Implement Accelerated Reader</p> <p>Allocate money to give students prizes for reading competition.</p> <p>Continue after-school tutoring with 3 (Math, English, Mandarin) teachers and 6 student tutors</p> <p>Continue Updating technology for EL Program</p> <p>student computers</p> <p>teacher computers</p> <p>2 printers</p> <p>1 projector</p> <p>LDRT will continue to coach SDAIE Teachers</p> <p>Allocate money for SDAIE Teachers meetings</p>	<p>CELDT Scores</p> <p>Scholastic Reading Inventory (Every 30 days)</p> <p>Progress Report Grades every 5 weeks</p> <p>Reclassification Rate</p>	<p>2000-2999: Classified Personnel Salaries</p>	<p>LCFF-LCAP</p> <p>90,000</p>	<p>July 2017-June 2018</p>

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>
	<p>Part-Time Instructional Assistant and/or Part-Time Clerical Assistant</p>				
<p>Decrease achievement gap between highest performing population and African American, English Learners, and Students with Disabilities (SWD).</p>	<p>1. Identify individual students strengths/ weaknesses and develop tutorial groups based upon student needs.</p>	<p>1a. (July-August 2017) Examine 2015, 2016 SBAC data + English 1, 2 performance and/or Math 1,2 performance</p> <p>1b. (August-April) Organize tutorial groups for advisory/after school/Saturday School.</p> <p>1c. (August-April) Implement lessons, blended model for tutorial sessions.</p> <p>1d. (Monitoring) PUSD Common Assessments, Current Course Grades, SBAC Interim Assessments, Performance Tasks</p>			

INFORMATION ONLY NOT SITE BASED

LCAP GOAL 2:

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

Area of Focus:

- Math (LCAP Goal 1)
- English Language Arts (LCAP Goal 1)
- Closing the Gap (LCAP Goal 1)
- Parent and Community Engagement (LCAP Goal 4)

School Safety, Climate and Culture (LCAP Goal 3)

Graduation/College and Career Ready (LCAP Goal 1)

School Selected (circle one): Science, Social Studies/History, VAPA, Technology,

Special Education

Narrative:

Measurable Outcomes: LCAP metrics-schools can include additional

Planned Improvements in Student Performance – Target/Goal Page

LCAP GOAL 3: Students will be in school every day in an environment that is safe, caring, and conducive to learning. All facilities will be in good repair and equipped for 21 st century learning.	
Area of Focus: Math (LCAP Goal 1) English Language Arts (LCAP Goal 1) Closing the Gap (LCAP Goal 1) Parent and Community Engagement (LCAP Goal 4)	X School Safety, Climate and Culture (LCAP Goal 3) Graduation/College and Career Ready (LCAP Goal 1) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,
Narrative:	
Measurable Outcomes: LCAP metrics-schools can include additional <ul style="list-style-type: none"> Increase average daily attendance rate by 2 percentage points school wide and by 2 percentage points for academically at-risk students until 96% or better is achieved Decrease % of students school wide who are absent 10% or more of enrolled days by 3 percentage points and by 2 percentage points for academically at-risk students Decrease suspension rate by 2 percentage points Maintain expulsion rate of 0.0%. Decrease % of HS cohort who drop out by 1 percentage point and by 3 percentage points for academically at-risk students each year until 0% dropout rate achieved. Increase % of students scoring high on school connectedness (measured by CHKS) by X percentage points* 	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
Consistently enforce the discipline plan	1. Develop a discipline/student support matrix 2. Follow the assertive discipline roles and responsibilities.	1. Establish baseline data based on last year's attendance and discipline data. 2. Run a report every 10 weeks, to monitor student	None Specified	LCFF-LCAP 10,000 None Specified	1. Summer Planning 2017 2. September 2017-May 2018

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>
	<p>3. Consistently review quarterly attendance and discipline data (suspensions, referrals, expulsions, etc).</p> <p>4. Continue Saturday School Sessions to support goal #1.</p>	<p>attendance in order to assist with Attendance Recovery and SART and SARB process (absences and tardies). (Attendance Clerk)</p> <p>3. Run a report every 10 weeks to monitor number of referrals by teacher and by student violations.</p>			
<p>2. Modernize disaster team roles and responsibilities.</p>	<p>1. Based on current issues nationwide that have compromised school safety, we have revised and updated PHS School Safety Plan, to reflect current needs including sections that address "Active Shooter" and Bomb Threat. Utilizing CWAS and all resources available. Update Safety Disaster Bins and update supplies as needed</p> <p>2. Teachers will continue to receive current information and training as it relates to "Active Shooter" and Bomb Threats</p> <p>3. Drills for all threat levels will be scheduled this year, given new Threat Level Criteria as per District communication</p>	<p>1. Quarterly Safety Committee meetings throughout the school year.</p> <p>2. Attend District Safety Meetings when appropriate</p>	<p>None Specified</p>		
<p>3. Cleanliness of school campus</p>	<p>Create a template that will assist teachers, custodians, and administrators on holding</p>	<p>1. Can be shared in a Google Docs, to ensure accessibility for everyone.</p>			

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>
	<p>each other accountable to their designated areas.</p>	<p>2. Teachers and administrators can assess custodians and custodians can assess teachers</p>			

Planned Improvements in Student Performance – Target/Goal Page

LCAP GOAL 4: Parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with the knowledge and skills to successfully support and advocate for their child.	
Area of Focus: Math (LCAP Goal 1) English Language Arts (LCAP Goal 1) Closing the Gap (LCAP Goal 1) X Parent and Community Engagement (LCAP Goal 4)	School Safety, Climate and Culture (LCAP Goal 3) Graduation/College and Career Ready (LCAP Goal 1) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,
Narrative:	
Measurable Outcomes: LCAP metrics-schools can include additional Parent Involvement- Increase % of parents agreeing that school/district encourages parent involvement.	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
Need: Parent volunteers utilized by the school to assist teachers and staff. Focus: Setting up a system to log volunteers and requests from teachers and staff.	Two systems need to be put in place. One needs to track the skills, availability and clearance of volunteers. The other needs to collect the jobs or needs from teachers and staff.	A monthly report will be given to SSC that includes the number of registered and cleared volunteers and the number of teacher and staff requests that are outstanding and filled.	None Specified	LCFF-LCAP 5,000	September 2017- May 2018
ELAC Involvement	The ELAC chair and staff advisor will be added to the council distribution list.	ELAC representation at SSC meetings and/or reports given.			Oct 2017 – May 2018
Focus 2:	Targeted request by principal	Timeline presented to SSC for			Summer 2017 – May

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
AAPC Involvement	or AP of Curriculum to African American Parents to introduce the concept of the AAPC and help form the group.	roll out of initiative by October 2017 AAPC representative at SSC meetings and/or reports given.			2018
Need: Communication with Parents Focus 1: Increase parent use of Parent Portal. Currently 65% of parents have an account. Increase participation by 20% to a total of 85%.	Advertise to parents who are not signed up (Daily Bulletin, Newsletter, phone calls). Solicit signups upon individual parent contact.	Monitor parent participation and enrollment in Parent Portal monthly			Aug 2015– June 2016
	Weekly eblast will continue	Continue to add parents to our email list. Currently xx parents receive the weekly eblast.			Aug 2015 – June 2016
	Continue weekly phone calls home (School Messenger)	Monitor reports of completed calls and non-deliverable calls.			Aug 2015 – June 2016
	Continue Coffee with the Principal program	Scheduled for September, November, January and March			Aug 2015 – June 2016
	Continue monthly PHS newsletter “Bulldog News”	Sent electronically monthly; posted on school website; posted in classrooms and offices; hard copies available in Attendance Office			Aug 2015– June 2016
	PHS Marquee- utilize new marquee as a communication tool	Multiple staff members be to trained; marquee kept current			Aug 2015-June 2016
Need: Funding for programs and activities that make the	Actions: Meetings held to discuss annual fund idea.	Quarterly reporting of progress. Goal 1:			Sept 2015 – Mar 2016

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>
<p>students successful.</p> <p>Focus:</p> <p>Annual Fund will be started at the school to help pay for under or non-funded necessary items.</p>	<p>Build consensus to have the fund.</p> <p>Form committee and set goals.</p> <p>Tie financial goals to school needs.</p>	<p>Have at least 30 come to the preliminary meeting</p> <p>Goal 2:</p> <p>Have at least 5 people take an active role on an annual fund committee.</p> <p>Goal 3:</p> <p>Have a fundraising goal and implement a plan.</p>			
	<p>Continue monthly PHS newsletter "Bulldog News"</p>	<p>Sent electronically monthly; posted on school website; posted in classrooms and offices; hard copies available in Attendance Office</p>			<p>Aug 2015 – May 2016</p>
	<p>PHS Marquee- utilize new marquee as a communication tool</p>	<p>Multiple staff members be to trained; marquee kept current</p>			<p>Oct 2015 – May 2016</p>
<p>Continue to solicit and utilize parent and/or community volunteers</p>	<p>SSC, PTSA, staff will identify areas where volunteer help is needed</p>	<p>Coordinate efforts through senior clerk typist in D101</p>			<p>Aug 2015 – May 2016</p>
<p>Need:</p> <p>Funding for programs and activities that make the students successful.</p> <p>Focus:</p> <p>Annual Fund will be started at the school to help pay for under or non-funded necessary items.</p>	<p>Actions:</p> <p>Meetings held to discuss annual fund idea.</p> <p>Build consensus to have the fund.</p> <p>Form committee and set goals.</p> <p>Tie financial goals to school needs.</p>	<p>Quarterly reporting of progress.</p> <p>Goal 1:</p> <p>Have at least 30 come to the preliminary meeting</p> <p>Goal 2:</p> <p>Have at least 5 people take an active role on an annual fund committee.</p> <p>Goal 3:</p> <p>Have a fundraising goal and implement a plan.</p>			<p>Dec 2015-May 2016</p>

Planned Improvements in Student Performance – Target/Goal Page

Site Specific Goal 5:	
The administration and faculty implement writing across the curriculum program.	
Area of Focus: Math (LCAP Goal 1) English Language Arts (LCAP Goal 1) Closing the Gap (LCAP Goal 1) Parent and Community Engagement (LCAP Goal 4)	School Safety, Climate and Culture (LCAP Goal 3) X Graduation/College and Career Ready (LCAP Goal 1) School Selected (circle one): Science, Social Studies/History, VAPA, Technology, Special Education,
Narrative:	
Measurable Outcomes: LCAP metrics-schools can include additional <ul style="list-style-type: none"> Increase the % of graduates meeting A-G course requirements by X percentage points and X percentage points for academically at-risk students Increase student enrollment in AP courses by X% percentage points and X percentage points for academically at-risk students Increase the % of students scoring 3 or higher on AP exam by X percentage points and X percentage points for academically at-risk Increase % of student who dual-enroll in college. Increase the % of cohort students who graduate by X percentage points and by X percentage points and X percentage points for academically at-risk Increase student enrollment in IB certificate courses by X% percentage points and X percentage points for academically at-risk students. (Blair Only) 	

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
1. Increase the percentage of students who A-G complaint.	1. Constant communication of A-G requirements. 2. Track data over the last 3-5 years of students who were eligible.	1. Share A-G posters for teachers to place on their walls. 2. Generate Aeries and Naviance reports to track progress by year.	0000: Unrestricted	LCFF-LCAP 5,000	1. Fall 2016

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>
	<p>3. Train teachers on what the requirements to help students see the importance of grades.</p> <p>4. Common grading policy in each department to create a baseline of expectations.</p>				
<ul style="list-style-type: none"> 100% of all High School students will graduate in four years - Increase four-year graduation rate by 3% each year and decrease drop-out rate for high schools by 2% each and eliminate all middle school dropout 	<p>1. Create interventions that will support students starting in 9th grade, especially in Math and Science.</p>		0000: Unrestricted	None Specified	June 2016
<ul style="list-style-type: none"> Increase the enrollment in Pathways by 5% until 50% are enrolled Law & Public Service (LPS) App Academy Creative Arts Media and Design (CAMAD) 	<p>1. Start the recruiting process in 8th grade with feeder middle schools</p>	<p>enrollment numbers in each pathway, are trends increasing.</p>	0000: Unrestricted		Ongoing

Planned Improvements in Student Performance – Target/Goal Page

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

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?	“X” if included as part of Program Improvement (PI) Schools ONLY
1. 80% or higher of students enrolled in an Advanced Placement (AP) course will take the AP Exam.	1. Create and develop scope and sequence. 2. Create and develop <ul style="list-style-type: none"> • Introductory Session for every AP course after school in May by every AP Teacher. • Meet and Greet • Syllabus • Expectations • Summer Homework 2. In April, during AP Night, the parents and students will be encouraged to take the AP Exam. 3. Create an AP Course Contract. 4. Both Parents and Student sign AP Contract.	1. Sign-up list for Advanced Placement Exam. 2. AP results 3. Sign-in list for Introductory Session. 4. 90% or higher of students enrolled in an AP course will take the AP Exam.	None Specified	LCFF-LCAP 25,000 None Specified	1. May 2017 2. First day of school for 16/17 school year.	

<p>What are the needs that can be identified from outcomes?</p> <p>What do we need to work on to improve results in this area?</p>	<p>What strategies or actions should be implemented to address this need?</p>	<p>How and when will we monitor the progress of our strategy?</p> <p>-who will be measured when using what tool?</p> <p>-what is the target (base & goal)</p>	<p>What resources or training will be needed to implement our strategy?</p>	<p>What funding source and amount will be used in our implementation?</p>	<p>When will we implement our strategy?</p>	<p>"X" if included as part of Program Improvement (PI) Schools ONLY</p>
	<p>5. AP Teachers encourage both the students and the parents to take the Advanced Placement Exam throughout the school year.</p>					
<p>2. 50% of students will score at or above 3 on the Advanced Placement (AP) Exam.</p>	<p>1. Advanced Placement Summer Training every other year for each Advanced Placement teachers.</p> <p>2. Complete the Professional Development Conference Summary Report and share strategies at Department Meetings.</p> <p>3. AP Teacher provides a list of prerequisite skills and knowledge students are expected to learn in previous Honors courses to Honors teachers.</p>	<p>1. At the end of each school year a list will be compiled of AP Teachers who attended the training and who still needs to be trained.</p> <p>2. 100% of the teachers will submit the Professional Development/Conference Summary Report.</p> <p>3. Submit a syllabus with prerequisite skills and knowledge to the Department Chairs. Department Chairs will disseminate syllabus to Honors Teachers.</p>			<p>Summer 2016.</p> <p>At the end of the school year 2017-2018.</p>	

Planned Improvements in Student Performance – Target/Goal Page

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

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

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Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
General Fund	30,000.00
LCFF-LCAP	215,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	20,000.00
0001-0999: Unrestricted: Locally Defined	85,000.00
2000-2999: Classified Personnel Salaries	90,000.00
None Specified	40,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Math	70,000.00
English Language Arts	10,000.00
Closing the Gap	120,000.00
School Safety, Climate and Culture/College and Career	10,000.00
Parent and Community Engagement	5,000.00
Site Specific Goal 5	5,000.00
Open 1	25,000.00

**Restricted Funding Personnel
2017-2018**

Personnel	Funding	General Duty and SPSA support
Garcia, Salvador	.75 LCFF/LCAP	Instructional Aide
Gonzalez, Maria	1.0 LCFF/LCAP	Instruction Clerk Assistant Bilingual
Najera, Elizabeth	1.0 LCFF/LCAP	Teacher/LDRT
Reyes, Tatiana	.4 LCFF/LCAP	Community Assistant

School Site Council Membership

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

Name of Members	Officer Position (President, Secretary, etc.)	Year of Term (1st, 2nd, etc.)	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Robert Hernandez	Principal	1st	X				
Kevin Strotz	Parent, President	2nd				X	X
Daniela Van Riet	Parent	2nd				X	
Gretchen Vance	Parent	1st				X	
Matthew Smith	Teacher	2nd		X			
Albert Nyland	Teacher, Secretary	1st		X			
Laurie Radcliff	Non-Teacher Staff	1st			X		
Royce Gundry	Student	2nd					X
							X
							X
Numbers of members of each category:			1	4	1	3	3

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

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

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

Recommendations and Assurances

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

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

X English Learner Advisory Committee

Raymundo Rosales
Signature

African American Parent Council

Signature

Community Advisory Committee for Special Education Programs

Signature

Gifted and Talented Education Program Advisory Committee

Signature

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

Signature

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: May 17, 2017

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

<u>Raymundo Rosales</u> Signature of ELAC chairperson	<u>[Signature]</u> Signature of ELAC committee member	<u>April 11, 2017</u> Meeting Date
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Attested:

<u>Roberto Hernandez</u> Typed Name of School Principal	<u>[Signature]</u> Signature of School Principal	<u>May 17, 2017</u> Date
<u>Kevin Stroz</u> Typed Name of SSC Chairperson	<u>[Signature]</u> Signature of SSC Chairperson	<u>May 17, 2017</u> Date

Appendices

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



Pasadena High School Parent Involvement Policy

Pasadena High School recognizes that parents/guardians from our ethnically diverse population serve as an invaluable resource in the process of educating children. Pasadena High School believes that a child's education is a responsibility shared by family and school. To assure a collaborative partnership, Pasadena High School's administration and staff are committed to providing parent involvement activities to promote an effective home-school partnership:

- Parents will be advised of the school's participation in categorical funds at the annual informational meeting held in the fall. Items to be discussed are categorical programs and activities, the importance of parent involvement, and parent's right to be involved in their child's education. Flexible meeting times and days are scheduled to accommodate the needs of families.
- Parents are an integral part of the decision-making process at Pasadena High School. In order to allow parents an opportunity to give input about their child's education, several committees listed below will be established. Meeting times will vary to accommodate parent needs. Contact names for committee chairpersons may be obtained from the main office or from the Community Assistant. Meeting dates are available on the Pasadena High School webpage.

Committee	Purpose	Meeting days/time
ELAC	Discuss and make informed recommendations to SSC on the needs of English Learners and their families. Provide support, resources and education.	Monthly meetings- Second Tuesday of each month – 6:30 p.m.-8:00 p.m.
Safety	Monitor and assess current safety plan and procedures and make recommendations and changes as necessary.	Quarterly meetings with Mr. Cross
School Site Council	Monitor programs and budgets aimed at improving academic achievement of <u>all</u> students, especially focused on closing the achievement gap for special groups of students (economically disadvantaged, English Learners, GATE and Special Education).	Monthly meetings Third Wednesday of each month 3:30 – 5:00 in the library
IMC (Instrument Music Club)	Provide expertise and support of the band and orchestra programs at Pasadena High School. Work closely with band teacher to improve programs and increase participation of all students.	Quarterly meetings Last Thursday of each month 6:30 – 8:00 p.m.

- Timely information regarding the school's programs and student achievement will be provided to parents at formal parent meetings such as Back-to-School Night and Open House, and at informal parent conferences and meetings as appropriate.
- School personnel will meet with parents and students, as needed, to discuss, evaluate, and plan intervention strategies to ensure student success (behavior and/or learning plan modifications). We hold these meetings (SST's – Student Study Teams) before or after school to accommodate the parent's schedule.
- Information will be provided in a format that parents can understand whenever possible. All home-school communication will be translated into Spanish. Translation services are also available on site.

- Parent workshops will be offered throughout the school year. These workshops help parents develop better parenting skills, have a deeper understanding of their children's educational strengths and emotional needs. Participants learn how to be more active in their children's education. For information about participating in workshops you may contact our Community Assistant.
- Parent education opportunities and information will be available at Pasadena High School. Information will be disseminated at meetings and school activities, and through Blackboard Parent Link phone calls, flyers, monthly calendar, and the school's website. Information is also posted at the main office.
- Pasadena High School seeks partnerships with community-based organizations and local businesses.
- The Pasadena High School Parent-Student Handbook will be distributed to all students and parents each year as a vehicle to ensure a supportive and effective learning environment.

PARENT INVOLVEMENT

Parent involvement is extremely important to the instructional program at school. All parents who volunteer on a regular schedule are required to have a current TB Test on file at school. Free TB Tests can be arranged through the District Health Office. Please see the Community Assistant for more information.

Parents are invited and encouraged to participate in their child's education in the following ways:

- Assist with First Friday breakfast meals for staff.
- Help with clerical tasks or materials
- Help with classroom tasks.
- Share personal experiences or interests
- Attend fieldtrips as a chaperone
- Support the fund raising efforts
- Support and assist with the arts and sports programs
- Assist with Family Math and Reading Nights
- Participate in decision-making opportunities through previously specified committee meetings.
- Participate on School Site Council.
- Participate in PTA activities.
- Other needs identified by the school community.
- Attend Back-to-School Night and Open House.



PASADENA HIGH SCHOOL

A Learning Community Dedicated to Student Achievement

The administration, staff and parents of Pasadena High School believe that the improved academic achievement of each student is a responsibility shared by the entire school community. Families and schools must work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a safe and supportive learning environment
- Provide high-quality curriculum and instruction that promotes student achievement
- Motivate our students to learn
- Set high expectations for all students
- Communicate frequently and hold parent conferences to discuss academic progress
- Provide parents with information about the school's annual Title I meeting
- Respect the school, students, staff and families.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard
- Bring the necessary materials, assignments and homework
- Know and abide by the school and classroom rules and expectations
- Study outside of school hours in order to manage course load and practice skills
- Respect the school, classmates, staff and families

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and reading
- Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition
- Make sure my child gets to school on time daily.
- Regularly monitor my child's academic and behavioral progress at school
- Participate in decisions about my child's education
- Attend Parent-Teacher conferences
- Communicate the importance of education and learning to my child
- Respect the school, staff, students and families.

Principal _____
Parent _____
Teacher _____
Student _____

Date _____
Date _____
Date _____
Date _____

Attendance Improvement Program

Attendance Improvement Implementation Plan

School: Pasadena High School	Principal: Roberto Hernandez
School Number: 084	Counselor:
Date Completed:	Principal Signature:

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

2014-2015 Current ADA Percentage	2015-2016 ADA Short Term Goal	2016-2017 ADA Long Term Goal
94.5%	95.6%	98%

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN

Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<ul style="list-style-type: none"> Reward students for perfect attendance Attendance Certificates and Ceremony in May Implemented Gold and Silver Senior awards for academics Honor Roll Senior Awards 	<ul style="list-style-type: none"> All students 	Yearly Yearly Yearly Monthly Yearly	Perfect attendance Attendance data

GOAL 2: TEACHING ATTENDANCE

Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<ul style="list-style-type: none"> Follow PUSD/UTP contract for teacher attendance Hardship cases are handled with PUSD and PHS UTP support 	<ul style="list-style-type: none"> All certificated Teacher's with severe attendance issues 	Daily Monthly	<ul style="list-style-type: none"> All certificated Data showing all teacher's following contract

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GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<ul style="list-style-type: none"> Data analysis of student and teacher attendance reports 	All students and staff	Monthly	Drop in number of students missing classes and decrease in the number of subs



Pasadena Unified School District
Instructional Services
 GIFTED AND TALENTED EDUCATION

GATE Principal's Checklist

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

Rubric

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

Section 1: Program Design

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

Does the school administrative leadership team have access to and review the LEA GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?			
Do K-2 teachers observe for potential giftedness and use flexible groupings in response to observed characteristics of giftedness in the classroom?			
Are GATE students in grades 3-5 placed in cluster groupings or part-time groupings?			
Are GATE students in grades 6-12 encouraged to participate in rigorous classes such as Pre AP, AP and Honors?			
Are GATE services provided to students during the regular instructional school day?			
Are all parents informed of the schedule of the GATE Parent Leadership meetings?			
Are all parents informed of the GATE Parent Education Workshops offered by the District?			
Do secondary counselors review their case loads to be aware of which students are GATE so that they can be appropriately			

Section 1: Program Design

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

counseled and encouraged to participate in rigorous academic courses as they transition from elementary to middle school and middle school to high school?			
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Section 2: Identification

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

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

Section 3: Curriculum and Instruction

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

<u>Elementary</u>	1	2	3
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			
Do all teachers include a discussion of the ILP during the November parent conference for GATE students?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> • Individual Learning Plan • Independent projects • GATE clusters • Curriculum compacting • Vertical subject-matter acceleration • Grade skipping 			

Section 3: Curriculum and Instruction			
3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.			
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
<ul style="list-style-type: none"> • Outside tutoring • IB program 			
Middle School			
Are high-achieving GATE students placed in accelerated or honors classes?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> • Honors class • Pre-AP classes • IB classes • Enrichment classes • Vertical subject-matter acceleration 			
High School			
Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			
Are Advanced Placement classes available?			
Is the IB diploma program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?			
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> • Honors classes • AP classes • IB classes • Career Pathways classes 			
All Grades			
Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?			
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent) to review and modify the GATE Principals Checklist annually as needed?			
Does the School Site Council review and approve the GATE Principals Checklist annually?			
Is the GATE Principals Checklist developed in response to the specific and varied learning needs of the individual school population?			

Section 4: Social and Emotional Development

4:1 Actions to meet the affective needs of gifted students are ongoing.

4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).

Do schools provide enrichment activities that foster social interaction among GATE students?			
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?			
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?			
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?			

Section 5: Professional Development

5:1 The district provides professional development opportunities related to gifted learners on a regular basis.

Does the Principal schedule time for the GATE Coordinator to provide professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> • PUSD GATE Program Overview • GATE Identification Process • Characteristics of Gifted Learners from Diverse Populations • How to get or renew GATE Certification • How to create and use the Individual Learning Plan 			
Does the Principal schedule other GATE-related professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> • Kaplan's Icons of Depth and Complexity • Kaplan's Content Imperatives • Tiered Assignments • Curriculum Compacting • Flexible Grouping • Dabrowski's Over-excitabilities • Other 			

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

Does the school have a GATE Parent Advisory Committee (PAC) that meets four times per year?			
Does the GATE PAC review the School GATE Plan for the purpose of suggesting improvements?			
Is the socioeconomic, linguistic and ethnic diversity of the school represented on the GATE Parent Advisory Committee?			
Does the school regularly send a parent representative to the District GATE Parent Leadership meetings?			

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

Is the School GATE Plan shared with parents and the community effectively and systematically?			
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Section 7: Program Assessment

7:1 The district provides ongoing student and GATE program assessment that is consistent with the program's philosophy, goals, and standards.

Do all stakeholders (GATE PAC, administrators, teachers, community members and students) have an opportunity to give input on the development, implementation, and effectiveness of the school GATE program on an annual basis?			
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Name of School Site: Pasadena High School

Principal: Roberto Hernandez

School Site Council Chair (typed): Kevin Stroz

Date Approved By GATE Site Advisory Council: _____

Date Approved By School Site Council 05/17/2017

**Dates and times of calendared site GATE Advisory meetings
2012-2013:**

Mandatory
1st _____

