PASADENA UNIFIED SCHOOL DISTRICT

SCHOOL ACCOUNTABILITY PLAN
2018-2019

-The Single Plan for Student Achievement

Pasadena High School

19-64881-1936822
CDS Code

Date of this revision: 04/25/2018

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

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

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

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2018-2019

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 was established in 1891. The school has been at its current location since 1960. Pasadena High School is one of four comprehensive high schools in the Pasadena Unified School District and serves students from the communities of Pasadena, Altadena, and Sierra Madre.

Pasadena High School offers a variety of programs, both curricular and extracurricular, to all students. PHS currently offers three College and Career Pathways for students: the Creative and Media Arts Design (CAMAD) Academy, the Law and Public Service (LPS) Academy, and the APP Academy, which emphasizes and develops students skills and knowledge in Computer Science. Students involved in the College and Career Pathway Academies complete coursework and have the opportunity for field experiences in their respective area of study. Students have had the opportunity to learn more about careers through visits to the City of Pasadena Courthouse, sit in on law classes at Loyola Marymount University, visit the Los Angeles County Museum of Art, and learn about various roles at a technology company, Spokeo.

The 2017-2018 school year welcomed the first cohort of the Mandarin Dual Language Immersion Program (DLIP). While the numbers are small, there will be increasing numbers as the cohorts have grown in the years following the inception of the program.

Pasadena High School boasts a staff of 86 certificated team members (1 principal, 3 assistant principals, 1 instructional coach, 5 counselors, 1 school psychologist, 1 librarian, 1 SPED coordinator, 1 school nurse and 72 teachers). Among the certificated team members, team members are 39 male, and 47 are female. In terms of experience it ranges from 1- 35+ years in the education field. There are no National Board-Certified Teachers on staff. No teachers are instructing outside of their credential areas, but two teachers are university interns. More than half of the faculty holds Master's Degrees. Teachers participate in bi weekly professional development led by administration. Professional development topics are in collaboration with the Instructional Lead Team.

Vision

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

Mission Statement

The dedicated professionals of Pasadena Unified School District provide a caring, engaging, challenging educational experience for every student, every day in partnership with our families and communities.

Expected School-Wide Learning Results

Pasadena High School students will:

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

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

Student Enrollment by Group

Student Demographics			Culture/Climate		
	#	%		16-17	17-18
African American	192	11%	Attendance %	96.4%	
Asian	53	3%	Truancy %	94.5%	
Hispanic/Latino	1031	59%	Suspensions		
White	248	14%	# of	154	
Multiple/No Response	37	2%	# of individual students	91	
Other	10	1%	Referral for Expulsions		
English Learner	94	6%	# mandated	0	
Socio-Econ. Disadvantaged		%	# permissive	0	
Special Education	85	5%			
Foster Youth		%			
Total Enrollment:	1,753				

Reclassification

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

School and Student Performance Data

Equity Report

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

Fall 2017 Equity Report			
State Indicators	**All Students Performance**	**Total Student Groups**	**Student Groups in Red/Orange**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	🟢	10	2
English Learner Progress (1-12)	🔵	1	0
Graduation Rate (9-12)	🟢	7	0
College/Career (9-12)	N/A	N/A	N/A

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

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

Conclusions based on this data:

1.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

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

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

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates

Conclusions based on this data:

1. We have identified students that were chronically absent and have been working with families, group homes, etc. to ensure students are attending.
2. We have developed plans for individual students to recover attendance through Saturday School and outside school hours.
3. We will look at monitoring students and conducting home visits if necessary.

School and Student Performance Data

Status and Change Report

Suspension Rate

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

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change
Suspension Rate		1,908	Medium 3.5%	Declined -1%

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

Fall 2017 Suspension Rate Report				
Student Group	Student Performance	Number of Students	Status	Change
All Students		1,908	Medium 3.5%	Declined -1%
English Learners		127	Very High 10.2%	Increased Significantly +5.2%
Foster Youth		50	Very High 12%	Declined Significantly -10.4%
Homeless		110	High 8.2%	
Socioeconomically Disadvantaged		1,246	Medium 4.7%	Maintained -0.1%
Students with Disabilities		257	Very High 10.5%	Declined -0.7%
African American		235	High 7.2%	Declined Significantly -3.8%
American Indian		3	*	*
Asian		69	Very Low 0%	Maintained 0%
Filipino		41	Very Low 0%	Maintained 0%
Hispanic		1,140	Medium 3.7%	Declined -0.3%
Pacific Islander		4	*	*
Two or More Races		77	Medium 2.6%	Declined -0.7%
White		328	Low 1.5%	Declined -1.8%

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

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

Conclusions based on this data:

1. PHS has established procedures and protocols in place to ensure the safety and security of our students and staff. This has resulted in an overall decrease in our suspension rate over the past three years (-1.2%).
2. Students at risk of suspension due to behavior have been supported through informal check-ins and check-outs with administration, counselors, and security personnel.
3. We will continue to monitor progress of students and establish safety protocols if students are not doing well.

School and Student Performance Data

Status and Change Report

English Learner Progress

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

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Learner		108	Very High 99.1%	Increased Significantly +16.2%

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

Fall 2017 English Learner Progress Report			
State Indicators	**Students Performance**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very High 10.2%	Increased Significantly +5.2%
English Learner Progress (1-12)		Very High 99.1%	Increased Significantly +16.2%
Graduation Rate (9-12)		Medium 89.3%%	Increased +2.3%
College/Career (9-12)	N/A	Low 14.3%	N/A

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

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

Conclusions based on this data:

1. Progress increase attributed to frequent grade and conduct checks at five week marking period.

2. Still a need to provide SDAIE academic sections for reclassified ELs and current ELs to ensure appropriate differentiation.

3. Continue to provide guidance and counseling to students and families about post-secondary opportunities.

School and Student Performance Data

Status and Change Report

Graduation Rate

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

Fall 2017 Graduation Rate Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Graduation Rate (9-12)	🟢	462	High 94.2%%	Maintained +0.7%

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

Fall 2017 Graduation Rate Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students	🟢	462	High 94.2%%	Maintained +0.7%
English Learners	🟢	56	Medium 89.3%%	Increased +2.3%
Foster Youth		3	*	*
Homeless	🟢	31	High 90.3%%	Maintained -0.3%
Socioeconomically Disadvantaged	🟢	353	High 93.8%%	Maintained +0.5%
Students with Disabilities	🟡	55	Low 76.4%%	Increased Significantly +10%
African American	🟡	58	High 91.4%%	Declined -2.9%
American Indian		3	*	*
Asian		18	Very High 100%%	Increased Significantly +8%
Filipino		16	Very High 100%%	Increased Significantly +5.6%
Hispanic	🟢	258	High 93.8%%	Maintained -0.1%
Pacific Islander		1	*	*
Two or More Races		13	Very High 100%%	Increased +4.9%
White	🟢	93	High 93.5%%	Increased +1.3%

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

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

Conclusions based on this data:

1. Counselors monitoring credits of students, providing opportunities for credit recovery during school day and after school.

2. Increased graduation rate of English Learners and Students with Disabilities due to consistent staffing and monitoring of students. Special Education teachers conducted weekly data chats with Assistant Principal and developed plans to monitor students or identify supports to help students. English Learners progress monitored by EL Instructional Coach. EL Coach conducted meetings with students and communicated with families each grading cycle. Students received support through tutorial center from peers and teachers.

3. We will continue to implement plans for the 2018-2019 school year.

School and Student Performance Data

Status and Change Report

College/Career

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

Fall 2017 College/Career Status and Change Report				
State Indicators	Student Performance	Number of Students	Status (Percent Prepared)	Change
College/Career	N/A	460	Medium 39.8%	N/A

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

Fall 2017 College/Career Report				
Student Group	Student Performance	Number of Students	Status (Percent Prepared)	Change
All Students	N/A	460	Medium 39.8%	N/A
English Learners	N/A	56	Low 14.3%	N/A
Foster Youth	N/A	2	*	N/A
Homeless	N/A	30	Low 23.3%	N/A
Socioeconomically Disadvantaged	N/A	351	Low 33.6%	N/A
Students with Disabilities	N/A	54	Very Low 3.7%	N/A
African American	N/A	58	Low 19%	N/A
American Indian	N/A	3	*	N/A
Asian	N/A	18	Very High 88.9%	N/A
Filipino	N/A	16	High 62.5%	N/A
Hispanic	N/A	256	Low 33.2%	N/A
Pacific Islander	N/A	1	*	N/A
Two or More Races	N/A	13	Low 30.8%	N/A
White	N/A	93	High 60.2%	N/A

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Assessment Performance Results

Assessment	Number of Students	Status	Change
English Language Arts (Grade 11)	427	29.7 points above level 3	+13.5 points
Mathematics (Grade 11)	427	65.1 points below level 3	-14.3 points

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

Conclusions based on this data:

1. We will provide small group lessons around A-G completion and understanding transcripts with students.

   Data shows that there has been a slight decrease of students completing A-G requirements school site and district wide.
   *2017 data still being finalized by the state

2. We will continue to provide support for student populations typically underrepresented at IHEs (Institutions of Higher Education) through EAOP, Upward Bound, Puente, and college fairs aimed at these student populations.

3. One of the main focus areas of the instructional program is to increase proficiency rates for AP exams. The data demonstrates both an increase in the total number of AP classes offered and total amount of students participating in AP exams. Pasadena has seen an increase in proficiency rates in US History, English Languages, English Literature and Human Geography.

   Data shows students either remained at same performance level in English, Reading, Writing (ERW) or decreased in Math between the 2016 and 2017 PSAT administration. We intend to examine this data with respect to specific student populations as well as individual students to determine root causes.

   Trend data shows students perform higher in the early SAT administrations compared to the October-December administrations. Data also shows, for the past three years most of the test takers have been in the 50th percentile, the majority of the students performances tend to cluster around the middle of the scale. PHS is continuing to analyze SAT data to drive instruction and professional development in order to assist students in becoming academically confident and score towards the higher end of the scale.

School and Student Performance Data

Status and Change Report

English Language Arts (ELA)

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

Fall 2017 English Language Arts Status and Change Report				
State Indicators	Student Performance	Number of Students	Status	Change

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

Fall 2017 English Language Arts Report				
Student Group	Student Performance	Number of Students	Status	Change

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

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change

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

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

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

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

Conclusions based on this data:

1. English performance increased from 57% in 2015-16 to 63% in 2016-17. Teachers developed focused lessons to ensure students were prepared for SBAC assessment. All student populations also gained in performance in this same time period.

2. Three teachers (2 ELA and one ELD) implemented Writing Workshop in the 2017-2018 school year, and we will extend this to all ninth grade teachers in the 2018-2019 school year.

School and Student Performance Data

Status and Change Report

Mathematics (Math)

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

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

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

Fall 2017 Mathematics Report				
Student Group	Student Performance	Number of Students	Status	Change

Additional Math Assessment Data for English Learners

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

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change

Math California Alternate Assessment (CAA) Data

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

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

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

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

Conclusions based on this data:

1. Math performance decreased by 3% from 2015-2016 to 2016-2017. Math teachers completed final year of Mathematics Vision Project (MVP) and started Carnegie Learning for 2017-2018 school year.
2. Teachers will continue to implement collaborative model in math courses and integrate online component (Mathia) to ensure students have additional support in classes.
3. Teachers began analysis of Fall 2017 Math PSAT section, and began identifying concepts students struggled with the most and also what students did well on. Summer Planning will focus on integrating concepts and questions similar to PSAT, and implementation of Mathia.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	**2016**	**2017**
English Learners	82.9%	99.1%

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

College/Career Indicator			
Student Group	**Prepared**	**Approaching Prepared**	**Not Prepared**
Class of 2016	39.8%	21.1%	39.1%

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

Academic Indicators (Grades 3-8)		
Indicator	**2016**	**2017**
English Language Arts		
Mathematics		

Assessment Performance Results for Grade 11		
Indicator	**2016**	**2017**
English Language Arts	16.2 points above level 3	29.7 points above level 3
Mathematics	50.8 points below level 3	65.1 points below level 3

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

Conclusions based on this data:

1. The PHS School Site Council (SSC) and Pasadena Education Foundation (PEF) have provided funds each year for professional development for our AP teachers. Teachers have attended one day professional development in March of each year and teachers have attended AP Summer Institutes in various locations. Each of our AP teachers have attended these workshops to gain insight on improving instruction and better preparing students to successfully complete the course and exam.

    Professional development for math teachers through Carnegie Learning occurred over four days during the 2017-2018 school year. Professional development was provided both in and out of the classroom, with teachers able to view and model lessons for consultant. Professional Development will continue for the 2018-2019 school year.

2. EL Instructional Coach has also provided support to teachers through observations and coaching sessions with teachers. The EL Coach also coaches other teachers and is currently working closely with the ELA department to implement writers workshop in two ninth and tenth grade classes. Work with other teachers is based upon request.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	2016	2017
Suspension	4.5% (89)	3.5% (66)

Conclusions based on this data:

1. Students at risk of suspension due to behavior have been supported through informal check-ins and check-outs with administration, counselors, and security personnel.
2. PHS has established procedures and protocols in place to ensure the safety and security of our students and staff. This has resulted in an overall decrease in our suspension rate over the past three years (-1.2%).

School and Student Performance Data

Detailed Report

Academic Engagement

Graduation			
Indicator	**2015**	**2016**	**2017**
Graduation	93.6%	93.1%	94.2%%

Conclusions based on this data:

1. Increased graduation rate of English Learners and Students with Disabilities due to consistent staffing and monitoring of students. Special Education teachers conducted weekly data chats with Assistant Principal and developed plans to monitor students or identify supports to help students. English Learners progress monitored by EL Instructional Coach. EL Coach conducted meetings with students and communicated with families each grading cycle. Students received support through tutorial center from peers and teachers.

2. Counselors monitoring credits of students, providing opportunities for credit recovery during school day and after school.

School and Student Performance Data

Student Group Report

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

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

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

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

Conclusions based on this data:

1. Professional development has targeted areas of instruction, instructional technology, social emotional support, and school safety and management strategies. With respect to instruction, content teachers have received professional learning with Kagan Learning Strategies, BIE Project-Based Learning (PBL), ongoing training for Advanced Placement course teachers, and differentiated instruction. English teachers have attended trainings through CSULA with respect to the new English Reading and Writing Course (ERWC). For the 2017-2018 school year, three teachers have volunteered to implement the Writer's Workshop model in their classes. Our math teachers have received professional development around the two adoptions implemented in PUSD since our 2015 visit. With the expanded use of technology in classrooms, teacher received support with implementation of programs such as Hapara, Nearpod, Google Apps for Education (Docs, Slides, Sheets, Forms), and Kite Learning. Our Tech Leader attended Tech Tuesday Training, where he learned research based strategies and practices to incorporate in the classroom.and share with faculty. As a result, we have had increased usage of Chromebooks in content area classes. Students utilize Google Apps in classrooms and are prepared for our district's Tech Equity Initiative, or our 1:1 implementation.

    As a result, comprehensive student achievement on the SBAC English exam increased 11% from the 2015 administration to the 2017 administration. Math scores increased by 1%, with a slight dip from 2016 to 2017. Gaps among achievement rates among our student populations have decreased over this time period; however, there still remains a 30+ percentage difference among our highest and lowest performing student groups. This is an area of improvement and inquiry over the next three years. Another area of concern is with respect to student performance on the PSAT. Data shows students either remained at same performance level in English, Reading, Writing (ERW) or decreased in Math between the 2016 and 2017 PSAT administration. We intend to examine this data with respect to specific student populations as well as individual students to determine root causes.

2. The Special Education program provides teachers with "IEP Passports". It is a folder created with students enrolled in each class that is identified as special education students. This information is used as a quick reference guide to the services, accommodations, and supports students need and are written into the IEP. Pasadena High School has eight full-time Resource Specialist teachers, one Resource coordinator and a full time psychologist to implement services, which include push-in support, DIS counseling, and college/transition planning. Our Special Education coordinator supports faculty in designing instruction to support students in making progress toward IEP goals as well as implementing accommodations and curriculum modifications. They also act as the liaison between the student and his or her family and the school.

    The English Language Development office works closely with students who have been identified as English language learners and provides teachers with instructional support. Dr. Mendoza (PHS instructional coach) provides individualized supports during after school tutoring. She reviews their student progress (all the classes that they have taken in H.S and what they still need to take) and their grades (current and past). She also meets with students to set semester goals and review reclassification criteria. Meetings are held with the topic of discussion centered around the difficulties they are having in classes. These difficulties range from academic (low test scores, language of the discipline/ vocabulary, reading comprehension) to behavioral (talking too much, sitting next to friends, distractions). During those check ins with Dr. Mendoza students also review with requirements for reclassification and set goals, so that they know exactly what they need to do to move forward.

    Saturday School and tutoring are two approaches that have been helpful in student academic confidence, retention and increasing graduation rates. Tutoring and Saturday school is available for all students who are at risk. Individual teachers, as well as programs such as LEARNS, CalTech RISE, and the EL department offer opportunities for student tutoring during various times of the day and week.

3. Teachers have been working with the sixteen (16) proactive discipline strategies. Teacher have been pretty consistent in establishing positive relationships with students as well as being visible and positive greeting students at the classroom door. Teachers have worked to have smooth transitions and well managed classrooms. Teacher mobility and proximity controls are used. PHS teachers provide students with numerous opportunities to respond to questions, as well as flexibility in making up classwork.

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

Area of Focus	Measurable Outcomes (Targets)
Math	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 meeting the Math college-ready benchmark of PSAT by 10 percentage points.
English Language Arts	1. Increase the percentage of students scoring meets or exceeds on the SBAC ELA assessment by 8 percentage points. 2. Increase the percentage of students meeting the ERW college-ready benchmark of the PSAT Fall 2018 administration by 10 percentage points.
Closing the Gap- must include one indicator for EL	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	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 2018-2019 school year. 3. Provide workshops aimed at college and career readiness, trauma-informed care, school safety, and other topics determined to be priorities by families.
School Safety, Climate and Culture	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*	
Graduation/Career and College Ready (High Schools Only) – must include an indicator for CAHSEE	1. Increase number of students A-G eligible by 4 percentage with the class of 2018. 2. Increase percentage of underclassmen that are on track to be A-G eligible by graduation to 45% for Class of 2019 and 50% by Class of 2020. 3. Increase percentage of Class of 2020 students meeting both benchmarks (Math and ERW) of PSAT to 50% by Fall 2018 exam date.

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

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

Planned Improvements in Student Performance – Target/Goal Page

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

Area of Focus:
X 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:

The adoption of CCSS text and resources for math courses has been mixed. Two different resources have been utilized over the last three years. The Mathematics Vision Project (MVP) had been adopted at the time of the last WASC visit in 2015, and had completed its first year utilizing the curriculum in Math I. The original plan was to introduce Math II during the second year (2015-2016) and Math III in the third year (2016-2017). In the middle of the 2016-2017 school year, the district hastily put together a limited adoption process for another new curriculum. Having looked at only MVP, the Carnegie Learning curriculum, and Discovery Techbook, which required students to have dedicated online access, the district chose Carnegie Learning.

As part of the adoption, the district chose to purchase a disposable student textbook and the online practice suite (Mathia), but not the corresponding Skills and Practice book and Assignment book. Teachers have resorted to making copies of each of these books for students to practice. The district has also decided to implement all three levels at once. Unfortunately, this has put teachers of Math II and Math III in a position of trying to determine what prior skills and knowledge are expected from earlier classes and prioritize learning goals in order to adequately prepare students for the SBAC Math exam.

Measurable Outcomes: LCAP metrics-schools can include additional

Increase the percentage of students scoring meets or exceeds at or higher than the state average on the SBAC Math assessment (April 2018).
Increase percentage of students meeting College Board Benchmark on PSAT in Fall 2018 administration.

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?
Develop intervention/support groups for struggling students in Math courses.	1. Identify individual students strengths/ weaknesses and develop tutorial groups based upon student needs. 2. Utilize Mathia and Khan Academy to support direct instruction. 3. SPED case carriers monitor progress of SWDs and teahers receive IEP Passports. 4. EL Coach monitors progress of ELs.	1a. (July-August 2018) Examine 2015-2018 SBAC data + Integrated Math 1, 2 performance 1b. (August-April) Organize tutorial groups for advisory/after school/Saturday School. 1c. (August-April) Provide support for remediation, student conferences, and practice during tutorial sessions. 1d. (Monitoring) PUSD Common Assessments, Course Grades, SBAC Interim Assessments, Performance Tasks 2. Teachers plan integration of Mathia in weekly instruction and utilize as tool for students. Students link accounts in College Board with Khan Academy. 3a. Case carriers check student progress every five weeks and conference with teachers. 3b. Teachers receive IEP on students in classes. 4. EL Coach checks student	1000-1999: Certificated Personnel Salaries None Specified None Specified	LCFF-LCAP 10,000 None Specified None Specified	July 2018- May 2019

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
		progress every five weeks, conferences with 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.	(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.			August 2018-May 2019
Provide systemic data analysis protocol to examine student performance for summative and formative assessments.	1. Utilize data analysis protocol to analyze student performance and determine implications for classroom practice. (PSAT, SBAC, common assessments) 2. Conduct Instructional Rounds to examine instructional practice and determine next steps in professional learning.	(July-August 2018): Develop Assessment Calendar for Level Common Assessments, District Assessments, and SBAC Interim Assessments 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.	None Specified	None Specified None Specified	August 2018-May 2019
Access and implementation to CCSS-aligned materials that correspond with curriculum.	Continue implementation of Carnegie Learning materials for 2018-2019 for math classes.	Continued Professional Learning and implementation of Carnegie Learning materials.	5800: Professional/Consulting Services And Operating Expenditures	Title I 6,500	

Planned Improvements in Student Performance – Target/Goal Page

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

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

Narrative:

Strengths

Areas of Need:
- 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

Measurable Outcomes: LCAP metrics-schools can include additional

- Increase the percentage of students scoring meets or exceeds on the SBAC ELA assessment by 8 percentage points (A)
- Increase the percentage of students meeting the Evidence-Based Reading and Writing (ERW) Benchmark on PSAT 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	1. Identify individual students strengths/ weaknesses and	1a. (July-August) Examine 2015-2018 SBAC data +	1000-1999: Certificated	LCFF-LCAP	10,000	July 2018- June 2019

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
population and African American, English Learners, and Students with Disabilities (SWD).	develop tutorial groups based upon student needs.	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	Personnel Salaries None Specified None Specified None Specified		
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. Implementation of TurnItIn, software to assist student writing.	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	4000-4999: Books And Supplies 4000-4999: Books And Supplies	LCFF - Supplemental 10,000 LCFF - Supplemental 10,000	September 2018- May 2019
Ensure all students on track to	1. Utilize credit recovery	1. (July-September)			August 2018-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?
complete A-G English requirements.	program to help students earn lost credits (i.e. THESYS, ACELLUS)	Counselors identify students deficient in credit and enroll in credit recovery. 2. (August 2018-May 2019) Monitor student progress and performance in current courses.			2019
Creating, designing and implementing minimum course of study per grade level for universal access for all students.	1. Aligning standards to units of study. 2. Designing CCSS question stems aligned to DOK levels to provide accessibility to all student levels. 3. Utilize data analysis protocol to analyze student performance and determine implications for classroom practice. (PSAT, SBAC, common assessments) 4. Conduct Instructional Rounds to examine instructional practice and determine next steps in professional learning.				July 2018-May 2019

Planned Improvements in Student Performance – Target/Goal Page

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

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

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. Attendance of LACOE Professional Development in September and October 2018 centered around writing for ELs and ELD. 2. Implementation of	1. Classroom Observations Learning Walks 2. Teacher Conferences, 3. Examining Student Work (A Days) 4. Assessment Analysis	0001-0999: Unrestricted: Locally Defined 2000-2999: Classified Personnel Salaries	LCFF-LCAP Title I	5,000 90,000		Summer planning (June 2018) August 2018-May 2019

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	research-based instructional strategies; workshop model in classroom instruction. 3. Understanding and integrating CDE ELD Standards 4. Instructional aide (0.75) and bilingual clerk to assist with parent involvement and classroom support.				
Increase the number of special education (SPED) students on track for graduation based on number of credits earned from.	1. Student data (grades) collected each progress report 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 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 4. Teacher observations, conferences and professional development conducted for teachers with high numbers of struggling students	1. calendar of data collection times for accountability; sped department leadership team; 5 data collection times each semester/ 10 in a year. 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. 3. Case carriers will monitor the implementation of interventions, accommodations and modifications decided in the amendment IEP through	None Specified	None Specified	August 2018-May 2019

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
		communication with teachers and students once per grading period, adjustments made if necessary; case carriers; 100% of the IEP amendment will be implemented. 4. teacher feedback cycles; teachers, case carriers, sped leadership team; each teacher identified will complete one feedback cycle each semester or more if necessary			
Align specialized academic instruction (SAI) with common core standards and general education curriculum	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	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			August 2018-May 2019

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	5. SAI teachers and general education teachers collaborate on lesson planning	education teachers from each core subject; 2 data talks each semester 5. 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 lesson plan			
English Learners need to increase reading comprehension scores on the ELPAC Long Term English Learners (ELs for more than 5 years) will increase reclassification rate English Learners will improve letter grades in content area classes (SDAIE classes)	Provide time for ELD Teachers to collaborate on ELPAC Prep. Continue to implement Advanced Reading and Writing Program for CELDT level 4 and 5 students Implement Accelerated Reader Allocate money to give students prizes for reading competition. Continue after-school tutoring with 3 (Math, English, Mandarin) teachers and 6 student tutors Continue Updating technology for EL Program student computers teacher computers 2 printers	CELDT Scores Scholastic Reading Inventory (Every 30 days) Progress Report Grades every 5 weeks Reclassification Rate	2000-2999: Classified Personnel Salaries	LCFF-LCAP 90,000	August 2018-May 2019

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	1 projector LDRT will continue to coach SDAIE Teachers Allocate money for SDAIE Teachers meetings Part-Time Instructional Assistant and/or Part-Time Clerical Assistant				
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. 2. Tutorial Center for students in Math, English, and Science.	1a. (July-August 2018) Examine 2015- 2018 SBAC data + English 1, 2 performance and/or Math 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, Current Course Grades, SBAC Interim Assessments, Performance Tasks	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental 10,000	August 2018-May 2019

INFORMATION ONLY NOT SITE BASED

LCAP GOAL 2:

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

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

Planned Improvements in Student Performance – Target/Goal Page

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

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

Narrative:

Measurable Outcomes: LCAP metrics-schools can include additional

- Increase average daily attendance rate by 2 percentage points school wide and by 2 percentage points for academically at-risk students until 97% or better is achieved
- Decrease percentage 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 percentage 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 percentage 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?
Develop and consistently enforce discipline plan flowchart.	1. Develop a discipline/student support flowchart 2. Provide professional	1. Establish baseline data based on last year's attendance and discipline data.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental 15,000	1. Summer Planning 2018 2. August 2018-May 2019

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?	When will we implement our strategy?
	learning with proper documentation on office referrals and implementation of Sixteen Proactive Classroom Management Strategies. 3. Follow the assertive discipline roles and responsibilities. 4. Consistently review quarterly attendance and discipline data (suspensions, referrals, expulsions, etc). 5.. Continue Saturday School Sessions to support goal #1.	2. Run a report every 10 weeks, to monitor student attendance in order to assist with Attendance Recovery and SART and SARB process (absences and tardies). (Attendance Clerk) 3. Run a report every 10 weeks to monitor number of referrals by teacher and by student violations.			
2. Modernize disaster team roles and responsibilities.	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 2. Teachers will continue to receive current information and training as it relates to "Active Shooter" and Bomb Threats 3. Drills for all threat levels will	1. Quarterly Safety Committee meetings throughout the school year. 2. Attend District Safety Meetings when appropriate			August 2018-May 2019

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?			When will we implement our strategy?
	be scheduled this year, given new Threat Level Criteria as per District communication						
3. Maintain cleanliness of school campus	Create a template that will assist teachers, custodians, and administrators on holding each other accountable to their designated areas.	1. Can be shared in a Google Docs, to ensure accessibility for everyone. 2. Teachers and administrators can assess custodians and custodians can assess teachers. 3. Conduct quarterly campus clean-up days.					August 2018-May 2019
4. Develop Safe School Ambassadors Program.	1. Conduct recruitment of ambassadors. 2. Conduct summer training for sponsors and student ambassadors. 3. Develop calendar of activities and awareness for school community.	1. Monitor quarterly data on referrals, incidents on campus, and work with school counselors and psychologist to review visits. 2. Sponsors will determine calendar of events to make students aware of program and who student ambassadors are.	5800: Professional/Consulting Services And Operating Expenditures 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	LCFF - Supplemental LCFF - Supplemental LCFF - Supplemental	7,000 500 1,500		July 2018-May 2019
5. Continue to offer substance abuse counseling through IMPACT program.	1. Awareness of substance abuse among student population. 2. Administration and counselors work with substance abuse counselor to identify students at-risk.	1. Review data on substance abuse related discipline. 2. Conduct weekly meetings with at-risk students.	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,000		August 2018-May 2019

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?		When will we implement our strategy?
Provide after school security and monitoring.	1. Work with security personnel to develop areas that are off limits after school.		2000-2999: Classified Personnel Salaries	LCFF - Supplemental	15,000	August 2018-May 2019
Increase security presence on campus for 2018-2019 school year.	Security duty areas and monitoring of students.	1. Review incident data frequently and conduct weekly meetings to review safety protocols and pertinent information.	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	30,000	August 2018-May 2019

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?
Parent volunteers utilized by the school to assist teachers and staff. 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.			August 2018-May 2019
Increase involvement and participation during ELAC and PTSA meetings.	The ELAC chair and staff advisor will be added to the council distribution list.	ELAC representation at SSC meetings and/or reports given.	5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement 2,500	August 2018-May 2019
Develop African American Parent Council for PHS.	Targeted request by principal or AP of Curriculum to African American Parents to introduce	Timeline presented to SSC for roll out of initiative by October 2018			August 2018-May 2019

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?		When will we implement our strategy?
	the concept of the AAPC and help form the group.	AAPC representative at SSC meetings and/or reports given.				
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 sign ups upon individual parent contact.	Monitor parent participation and enrollment in Parent Portal monthly				August 2018-May 2019
						Aug 2018 – June 2019
Maintain channels of communication to ensure families are informed and receive updated information.	Continue weekly phone calls home (School Messenger) and weekly eblast. Continue monthly PHS newsletter "Bulldog News" and update school website to ensure parents receive and have access to current events and information.	Monitor reports of completed calls and non-deliverable calls. Sent electronically monthly; posted on school website; posted in classrooms and offices; hard copies available in Attendance Office	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,500	Aug 2018– June 2019
Provide opportunities for families to meet with and interact with school administration, faculty, and staff.	Continue Coffee with the Principal program and Meet the Administrators. Also continue to provide support through Back to School Night,	Scheduled for September, November, January and March	2000-2999: Classified Personnel Salaries 5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental LCFF - Supplemental	1,000 2,000	Aug 2018– June 2019

Planned Improvements in Student Performance – Target/Goal Page

Site Specific Goal 5:

We will increase A-G completion and increase progress on SBAC, SAT, PSAT, and indicators for College and Career Readiness.

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

Narrative:

Measurable Outcomes: LCAP metrics-schools can include additional

- Increase the percentage of graduates meeting A-G course requirements by 15 percentage points by Class of 2020
- Increase the percentage of students scoring 3 or higher on AP exam by 8 percentage points and 10 percentage points for academically at-risk
- Increase the percentage of students meeting College Board College Readiness Benchmarks in both Math and Reading to 50% or higher for Class of 2020 for Fall 2018 PSAT testing administration.

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. 3. Train teachers on what the requirements to help students	1. Share A-G posters for teachers to place on their walls. 2. Generate Aeries and Naviance reports to track progress by year.			August 2018-May 2019

What are the needs that can be identified from outcomes? What do we need to work on to improve results in this area?	What strategies or actions should be implemented to address this need?	How and when will we monitor the progress of our strategy? -who will be measured when using what tool? -what is the target (base & goal)	What resources or training will be needed to implement our strategy?	What funding source and amount will be used in our implementation?		When will we implement our strategy?
	see the importance of grades. 4. Common grading policy in each department to create a baseline of expectations.					
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	1. Create interventions that will support students starting in Math and Science.	1. Monitor grade report at each five week period.				
Increase students earning a 3 or higher on Advanced Placement Exams by 5 percent for the Spring 2019 administration.	1. AP Summer Institute Training for teachers. 2. AP "Boot Camp" sessions in Spring 2019 prior to exams.	1. Monitor student performance at each grading period. 2. Ensure students are aware of completing exams. 3. Provide necessary support for students in need of financial aid. 4. Provide awards and incentives for students.	5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies	LCFF - Supplemental LCFF - Supplemental	5,000 800	July 2018-May 2019

Planned Improvements in Student Performance – Target/Goal Page

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

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

Planned Improvements in Student Performance – Target/Goal Page

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

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

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

Planned Improvements in Student Performance – Target/Goal Page

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

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

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

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**
	25,000.00
LCFF - Supplemental	130,300.00
LCFF-LCAP	115,000.00
Title I	96,500.00
Title I Part A: Parent Involvement	2,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	25,000.00
0001-0999: Unrestricted: Locally Defined	5,000.00
1000-1999: Certificated Personnel Salaries	65,500.00
2000-2999: Classified Personnel Salaries	228,500.00
4000-4999: Books And Supplies	22,300.00
5000-5999: Services And Other Operating Expenditures	9,500.00
5800: Professional/Consulting Services And Operating	13,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Math	16,500.00
English Language Arts	30,000.00
Closing the Gap	195,000.00
School Safety, Climate and Culture/College and Career	89,000.00
Parent and Community Engagement	8,000.00
Site Specific Goal 5	5,800.00
Open 1	25,000.00

Restricted Funding Personnel
2017-2018

Personnel	Funding	General Duty and SPSA support
Sanchez, Esthey	.75 LCFF/LCAP	Instructional Aide
Reyes, Tatiana	1.0 LCFF/LCAP	Instruction Clerk Assistant Bilingual

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

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

Site Services 2018-19

School: Pasadena HS

Resource			# of students	Per Pupil Share to School	Total Share of School
30100 Title I		District Authorized Reservations	# of FRL students @ school	District FRL # 9424	
	Direct Services	$ 2,231,889.00	1040	$ 236.83	$ 246,303.54
	Total Share of School				$ 246,303.54

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

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

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

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

D   Families in transition / Homeless and support staff

E   Parent and Community Engagement

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

School Site Council Membership

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

Name of Members	Officer Position (President, Secretary, etc.)	Year of Term (1st, 2nd, etc.)	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Robert Hernandez	Principal	1st	X				
Gretchen Vance	Parent, President	2nd				X	
Lydia Finkley	Parent	1st				X	
Rocelyn Taylor	Parent	1st				X	
Matthew Smith	Teacher	2nd		X			
Bryan Monroy	Teacher	1st		X			
Dr. Ben Taylor	Teacher	1st		X			
Amanda Hillig	Teacher	1st		X			
Laurie Radcliff	Non-Teacher Staff	2nd			X		
Garyn Anderton	Student	1st					X
Erin Coad	Student	1st					X
Ethan Nishikawa	Student	1st					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	
	_____
	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 16, 2018

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

		April 10, 2018
Signature of ELAC chairperson	**Signature of ELAC committee member**	**Meeting Date**

Attested:

Roberto Hernandez		May 16, 2018
Typed Name of School Principal	**Signature of School Principal**	**Date**

Gretchen Vance		May 16, 2018
Typed Name of SSC Chairperson	**Signature of SSC Chairperson**	**Date**

Appendices

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

Site Level Parent Involvement Policy

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

Site Level School/Parent Compact

Attendance Improvement Program

Attendance Improvement Implementation Plan

School: 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.

2015-2016 ADA Short Term Goal	2016-2017 ADA Long Term Goal	2017-2018 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**
• Reward students for perfect attendance • Attendance Certificates and Ceremony in May • Implemented Gold and Silver Senior awards for academics • Honor Roll • Senior Awards	• 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**
• Follow PUSD/UTP contract for teacher attendance • Hardship cases are handled with PUSD and PHS UTP support	• All certificated • Teacher's with severe attendance issues	Daily Monthly	• All certificated • Data showing all teacher's following contract

GOAL 3: PREVENTION & INTERVENTION			
Strategy & Activity Description	**Target Audience/s**	**Frequency** Daily/Weekly/Monthly/Yearly	**Measure of Success**
• 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 grey. Please review this revised checklist that is now aligned with the current District GATE Plan that has been approved by the State and the Board of Education. Rate your school using the rubric below to show how well the school is implementing the School GATE program in alignment with the District GATE Plan.

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

Section 1: Program Design			
1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners. 1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners. 1:3 The program is articulated with the general education programs.			
Does the school administrative leadership team have access to and review the LEA GATE plan on an annual basis to ensure that the school plan is articulated with the District plan?			
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?			

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?			
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 August - September?			
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of October?			
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2 nd grade teachers?			

Section 3: Curriculum and Instruction			
3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students. 3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
Elementary Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?	**1**	**2**	**3**
Do all teachers include a discussion of the ILP during the November parent conference for GATE students?			
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: ● Individual Learning Plan ● Independent projects ● Interest based enrichment opportunities ● GATE clusters with GATE certified teacher ● Curriculum compacting ● Vertical subject-matter acceleration ● IB program			

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

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

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?			
Do middle and High School students have an option for a GATE focused advisory to support their specific social/emotional needs?			

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

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

Section 6: Parent and Community Involvement			
6:1 Open communication with parents and the community is maintained. 6:2 An active GATE advisory committee with parent involvement is supported by the district.			
Does the school have a GATE Parent Advisory Committee (PAC) that meets **four** times per year?			
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?			
Is the School GATE Plan shared with parents and the community effectively and systematically?			

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?			

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 2018-2019:

	Date	Topic
1st meeting		
2nd meeting		
3rd meeting		
4th meeting		

Pasadena Unified School District
Comprehensive School Safety Plan Sb-187

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

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

Principal: _____   Date: _____
                              (Signature)

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

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

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

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

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

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

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 all 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_____ Date_____

Parent _____ Date_____

Teacher_____ Date_____

Student_____ Date_____

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- Communicate the importance of education and learning to my child
- Respect the school, staff, students and families.

Principal_____ Date_____

Parent _____ Date_____

Teacher_____ Date_____

Student_____ Date_____

Pasadena Unified School District
Comprehensive School Safety Plan Sb-187

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

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

Principal: _____ Date: ___ 5/17/17 _____

(Signature)

School Safety Committee Chair: _____ Date: 5/17/17 _____

(Signature)

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

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

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

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

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:

Raymundo Rosales	*[signature]*	April 11, 2017
Signature of ELAC chairperson	**Signature of ELAC committee member**	**Meeting Date**

Attested:

Roberto Hernandez	*[signature]*	May 17, 2017
Typed Name of School Principal	**Signature of School Principal**	**Date**

Kevin Stroz	*[signature]*	May 17, 2017
Typed Name of SSC Chairperson	**Signature of SSC Chairperson**	**Date**

Pasadena High

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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

Roberto Hernandez, Principal

📍 Principal, Pasadena High

About Our School

Welcome to Pasadena High School, home to the largest public high school in the cities of Pasadena, Altadena, and Sierra Madre. In 2015 & 2013 Pasadena High School was recognized by the US News & World Report Best High School Silver winner. This award recognizes our school as being among the top 8% of all US public schools according to our scholarly achievements. We are the "Highly Spirited Bulldogs", originally established 130 years ago, continues to be the flagship school of PUSD. We offer our students a comprehensive seven period day which offers A-G college preparatory educational platform and prepares them for the best universities and colleges coast to coast.

Pasadena High School has established a comprehensive program including research based College and Career Pathway programs such as Creative Arts Media and Design, Law and Public Service, and the APP Academy. Furthermore, we currently offer 20 Advanced Placement courses: Biology, Calculus AB, Calculus BC, Chemistry, Computer Science A, English Language and Composition, English Literature and Composition, Environmental Science, European History, Human Geography, Music Theory, Physics 1, Physics2, Psychology, Spanish Language and Culture, Spanish Literature and Culture, Statistics, Studio Art: 2-D Design, US Government and US History. Additionally, PHS offers a full range of Honors classes, Re-Built Fine Arts Choir, Dance, Jazz, Orchestra, Band, Marching Band, and Flags. Student organizations number over 35, along with traditional athletics. The Turkey Tussle "Victory Bell" now rest in the main lobby after a 20 year absence! Our Athletic Program is robust, we offer the following: Varsity & JV Football, Varsity, JV & Frosh Volleyball, Varsity & JV Tennis, Varsity & JV Water Polo, Varsity & JV Swim, Cross Country, Varsity & JV Tennis, Varsity & JV Soccer, Varsity, JV & Frosh Baseball, Varsity & JV Softball, and Varsity & JV Track/Field. Our employees believe in our sustained success which has yielded a profoundly positive impact on the communities of Pasadena, Altadena and Sierra Madre.

• PHS Annual Fund continues to provide needed teaching materials for our classrooms

We are accredited by the Western Association of Schools and Colleges (WASC - 6 year) and have maintained an excellent record of accreditation. Our tradition and highest priority is to ensure that all students graduate prepared for college, career, and successful citizenship. We are committed to maintaining high academic standards and providing a first class education for all our students.

Under the leadership of the Superintendent & the Board of Education, we have implemented the PUSD strategic plan, http://www.phs.pasadenausd.org/. This master plan supports our students with an educational model consisting of two semesters, equaling 180 days. Under this schema, students need to earn 220 units in order to graduate. Our schedule is based on the traditional six period day with 54 minutes of instruction each period with a seventh period of Advisory.

PHS successfully certified the Linked Learning Smaller Learning Communities program, Creative Arts Media and Design (CAMAD) in the spring of 2011 and 2015. In fall of 2012, we opened two more pathways: App Academy (APP) and Law and Public Service (LPS). In addition, we are placing a greater emphasis on areas such as Advanced Placement (AP) preparation by adding two additional selections. We offer Honors classes, and use Thesys as a credit reclamation program. Our LEARNS program is the best in all of PUSD with the highest participation numbers among PUSD secondary schools. Common Core State Standards implementation is in progress along with Project Based Learning, Explicit Direct Instruction,

and SDAIE intervention strategies. In addition, we have implemented the Parent Portal program which allows parents to view grades, attendance, and to email teachers.

PHS employees are proud of our laser sharp focus on student achievement. Overall trends for API, CELDT, SAT/ACT and CST data continue to show positive academic growth. We practice a continuous improvement cycle that supports daily instruction drawn from research based and best practices. The Bulldog administration and faculty believe in the professional learning community model and will continue collegial mentoring and collaborative processes as the norm. We are committed to closing the student achievement gap and helping all students reach their full potential. I extend an enthusiastic invitation for you to visit our excellent school. Our school success is documented by a film @ Go Public.com. Pasadena High School students have access to rigorous academic curriculum, programs, and activities that prepare them to be successful in post-secondary education and the challenges of the 21st Century global economy.

Contact

Pasadena High
2925 East Sierra Madre Blvd.
Pasadena, CA 91107-1846

Phone: 626-396-5880
E-mail: hernandez.roberto2@pusd.us

About This School

Contact Information (School Year 2017-18)

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

School Contact Information (School Year 2017-18)	
School Name	Pasadena High
Street	2925 East Sierra Madre Blvd.
City, State, Zip	Pasadena, Ca, 91107-1846
Phone Number	626-396-5880
Principal	Roberto Hernandez, Principal
E-mail Address	hernandez.roberto2@pusd.us
Web Site	http://phs.pusd.us
County-District-School (CDS) Code	19648811936822

Last updated: 1/26/2018

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

Pasadena is located just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. The city's popular shops and restaurants blend comfortably with tree-lined streets, distinctive neighborhoods, historic buildings and a vibrant cultural scene. Pasadena is most famous for the annual Tournament of Roses Parade and Rose Bowl Game.

Last updated: 1/30/2018

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

Grade Level	Number of Students
Grade 9	419
Grade 10	441
Grade 11	487
Grade 12	430
Total Enrollment	1777
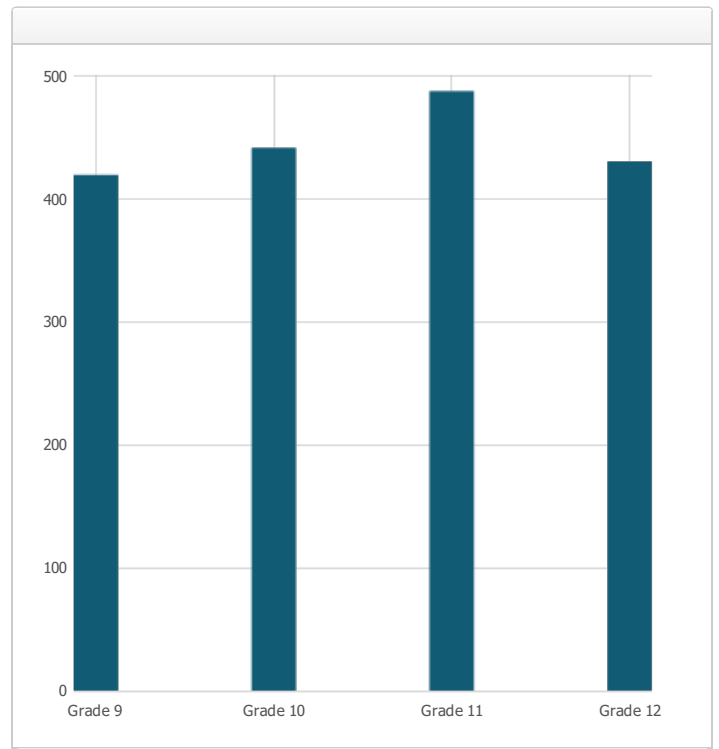
Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	11.8 %
American Indian or Alaska Native	0.2 %
Asian	3.5 %
Filipino	2.3 %
Hispanic or Latino	60.3 %
Native Hawaiian or Pacific Islander	0.3 %
White	17.1 %
Two or More Races	4.0 %
Other	0.5 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	63.4 %
English Learners	5.9 %
Students with Disabilities	12.9 %
Foster Youth	1.6 %

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	59	61	66	730
Without Full Credential	2	0	0	7
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
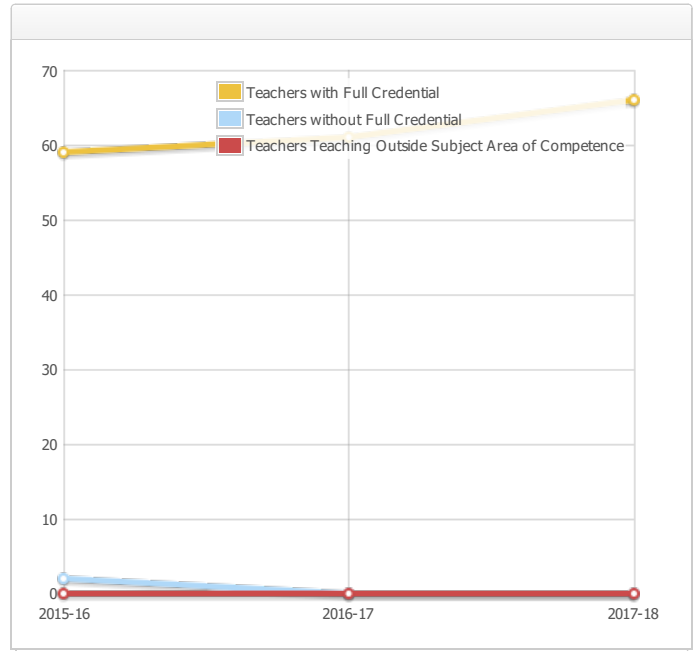
Last updated: 1/26/2018

Teacher Misassignments and Vacant Teacher Positions

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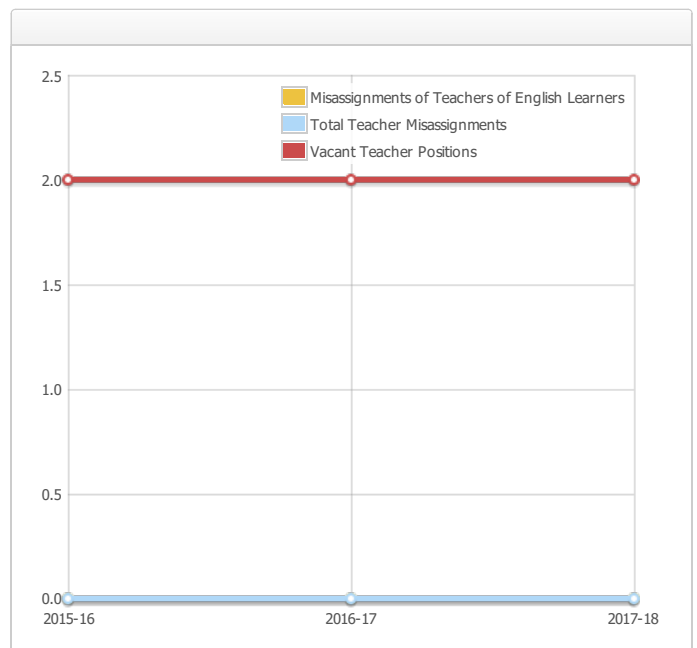
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/26/2018

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

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

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	• ELA: Holt Literature and Language Arts "Third", "Fourth", and "Fifth", "Sixth" Course, Holt McDougal, 2010 • 12RLA: Prose Reader, Pearson, 2009 • 12RLA: ERWC/ booklet, CSU Press 2nd edition, 2013 • AP English: The Bedford Reader High School Edition, 11-12, Bedford/St. Martin Press, 2009 • AP English: 100 Great Essays, 4th ed, 11 – 12, Pearson, 2011 • IB Language Arts: Everything An Argument with Readings, 11-12, Bedford/St. Martin Press, 2007 • ELD 1-3: Edge: Fundamentals, Level A, Level B, Hampton Brown National Geographic, 2009 • ELD: Reading 180 Stage B, C, Houghton Mifflin/Scholastic, 2012	Yes	0.0 %
Mathematics	• Math: Integrated Math 1, 2, 3, (9-12), Carnegie Learning, 2017 • Advanced Math, Math Analysis, Pre-Calculus: PreCalculus With Limits 9-12, McDougal Littell, 2008 • IB Math: Mathematics for the International Student Mathematical Studies SL 11-12, Haese and Harris, 2005 • Calculus: Calculus 9-12, McDougal Littell, 2008 • Calculus, Calculus Fundamentals: Calculus Concepts and Applications 9-12, Key Curriculum Press, 2008 • Calculus AB, BC, AP Calculus: Calculus of a Single Variable 9-12, Houghton Mifflin, 2006 • Career Math: Mathematics with Business Applications 9-12, Glencoe/McGraw-Hill, 2004 • College Prep Math: Integrated Arithmetic & Basic Algebra, 12, Pearson, 2013 • Statistics: Understandable Statistics 9-12, Brase/Brase, 2008	Yes	0.0 %
Science	• Integrated Science, Conceptual Integrated Science, 9-12, Pearson, 2013 • Biology, Holt Biology© 2006, 9-12, Holt, Rinehart & Winston, 2005 • Biotechnology, Biotechnology, 9-12, Paradigm, 2007 • Chemistry, Chemistry© 2005, 9-12, Prentice Hall, 2005 • Earth Science, Earth Science, 9-12, McDougal Littell, 2005 • Physical Science, Conceptual Physics© 2006, 9-12, Prentice Hall, 2005 • IB Biology, Biology, The Unity and DIversity of Life, 9-12, Pearson, 2005 • IB Physics, IB Physics, 9-12, Pearson/Prentice Hall, 2005 • AP Psychology, Myers Psychology for AP 2nd edition, 9-12, Myers, 2014	Yes	0.0 %
History-Social Science	• AP US History, American Pageant, 9-12, Cengage Learning, 2016 • AP European History, History of Western Society, 9-12, Wadsworth Cengage Learning, 2009 • AP World History, Voyages in World History, 9-12, Wadsworth Cengage Learning, 2009 • AP Government, AP Edition American Government, 9-12, Cengage Learning, 2015 • AP Economics, Principles of Economics, 9-12, Southwestern Publishing, 2007 • Business Economics, Holt Economics, 12, Holt, Rinehart & Winston, 2006 • Economics, Holt Economics, 9-12, Holt, Rinehart & Winston, 2006 • History-ELD, American History, 9-12, Great Source Ed Group/HMH, 2005 • Government, Magruder's American Government, 9-12, Prentice Hall, 2006 • US History, The Americans: Reconstruction to the 21st Century© 2007, 9-12, McDougal Littell, 2006 • World History, World History The Modern World© 2007, 9-12, Prentice Hall, 2006 • ELD History, Access World History, 9-12, Great Source Ed Group/HMH, 2008	Yes	0.0 %
Foreign Language	• AP Spanish, Temas, Spanish for Mastery 3, 9-12, Vista Higher Learning, 2015 • IB Spanish, Conexiones, 9-12, Pearson/Prentice Hall, 2015 • Spanish 1, 2, 3, Avancemos I, 2, 3, (9-12), Houghton Mifflin, 2013 • French 1, 2, 3, T'es Branche Level 1, 2, 3, (9-12), EMC, 2014	Yes	0.0 %

Health	Health – Course Outline, Pasadena USD	Yes	0.0 %
Visual and Performing Arts	• Art History, Art Through the Ages 15th edition, 9-12, Cengage Learning, 2016 • Art Connections, k-12, SRA, 2008 • Making Music, K-12, Silver Burdett, 2008	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/28/2018

School Facility Conditions and Planned Improvements

Pasadena High School, originally constructed in 1960, is currently comprised of 118 classrooms, a library, four computer labs, a staff lounge, an auditorium, a dance room, two gymnasiums, a cafeteria/multi-purpose room, a career center, and a modern library.

In November 2010, Measure TT was approved by Pasadena Unified School District voters. Pasadena High School was approved for a $26-million-dollar modernization project to improve the Large Gym, Small Gym and the Gladis Edwards Auditorium. Most recently twelve student restrooms have been remodeled and several water faucets and drinking fountains have been upgraded to include filtered water.

Cleaning Process

Pasadena High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with 11 custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

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

Last updated: 1/26/2018

School Facility Good Repair Status

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Snack Bar: Missing ceiling tile
		A Bldg Registrar's office: Window blinds missing on one window
		A Bldg Room 202: Electrical outlet damaged, small hole in plaster East wall
		A Bldg Room 208: Electrical outlet damaged, Formica damaged on counter top
		A Bldg Room 101B: Damaged floor tile
		A Bldg Room 207: Broken cabinet drawer on west wall
		A Bldg Room 201: Stained ceiling tile, minor plaster damage on wall
		D Bldg Library: Plaster damaged on ceiling
		Auditorium Boys Dressing Room: 3 ceiling tiles missing
		Auditorium Girls Dressing Room: 2 stained ceiling tiles
		I Bldg Room 108: Black wall have plaster damage
		I Bldg Room 103: Paint touch up needed on east wall under whiteboard
		I Bldg Room 107: Ceiling tiles missing
		I Bldg Room 111: Ceiling tiles missing
		H Bldg Room 209: Ceiling tile and storage room missing
		H Bldg Room 101: Stained ceiling tile

	G Bldg Room 201: Plaster damage around electrical outlet East wall G Bldg Room 211: Plaster damage on east wall Work orders submitted	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	A Bldg Room 111: Electrical outlet damaged on south east corner A Bldg Room 202: Electrical outlet damaged, small hole in plaster East wall A Bldg Room 208: Electrical outlet damaged, Formica damaged on counter top A Bldg Room 211: Light fixture cover missing H Bldg Room 112: Electrical outlet broken Work orders submitted
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	A Bldg Principal's restroom: Soap dispenser needs replacing A Bldg Room 101 Nurse's restroom: Soap dispenser needs replacing Auditorium Boys Restroom: Missing one soap dispenser H Bldg Boys Restroom: Soap dispenser missing E Bldg 2nd floor men's staff restroom: Soap dispenser missing E Bldg 1st floor, boys restroom: Hand dryer not working Work orders submitted
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	A Bldg 2nd Floor hallway: River expansion joint between building damaged Work order submitted
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	D Bldg Library Office: Door out of adjustment, difficult to open Auditorium Projection Room: Glass missing from window I Bldg Room 104 workroom: Door needs adjustment, difficult to open and close H Bldg Room 212: East door out

of adjustment, difficult opening and closing

G Bldg Room 103: Door jam repair on storage room door

Work orders submitted

Overall Facility Rate

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

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

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

| | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
| | School | | District | | State | |
Subject	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	57%	63%	42%	43%	48%	48%
Mathematics (grades 3-8 and 11)	33%	30%	30%	33%	36%	37%

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

Last updated: 1/26/2018

CAASPP Test Results in ELA by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	447	436	97.54%	63.07%
Male	217	211	97.24%	57.82%
Female	230	225	97.83%	68.00%
Black or African American	65	63	96.92%	52.38%
American Indian or Alaska Native	--	--	--	
Asian	16	15	93.75%	80.00%
Filipino	12	12	100.00%	83.33%
Hispanic or Latino	255	249	97.65%	55.82%
Native Hawaiian or Pacific Islander	--	--	--	
White	78	77	98.72%	83.12%
Two or More Races	15	14	93.33%	92.86%
Socioeconomically Disadvantaged	281	272	96.80%	59.19%
English Learners	47	44	93.62%	20.45%
Students with Disabilities	50	42	84.00%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2018

CAASPP Test Results in Mathematics by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	448	436	97.32%	30.05%
Male	218	211	96.79%	29.86%
Female	230	225	97.83%	30.22%
Black or African American	65	64	98.46%	17.19%
American Indian or Alaska Native	--	--	--	
Asian	16	15	93.75%	73.33%
Filipino	12	12	100.00%	33.33%
Hispanic or Latino	256	248	96.88%	22.58%
Native Hawaiian or Pacific Islander	--	--	--	
White	78	77	98.72%	50.65%
Two or More Races	15	14	93.33%	57.14%
Socioeconomically Disadvantaged	281	271	96.44%	24.35%
English Learners	47	43	91.49%	
Students with Disabilities	50	43	86.00%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/26/2018

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	43.0%	42.0%	49.0%	45.0%	56%	54%

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

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

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

Last updated: 1/26/2018

Career Technical Education Programs (School Year 2016-17)

• All Career Technical Education (CTE) courses in PUSD are either articulated, dual enrolled, or sequenced with post-secondary partners. Our courses and program adhere to the 11 elements for high quality CTE courses as outlined by the California Department of Education and prepare our students in 8 of the 15 growing industries in our region. CTE courses meet the new College and Career Readiness Indicators set forth by the state of California.

• CTE courses offer a hands on experience for students, this type of learning experience is a best practice for students with varying learning styles, and is open to all PUSD students.

• Students who participate and complete a CTE course sequence are offered opportunities for industry certifications that include, CPR/First Aid, CERT, CAD & Auto-CAD, Autodesk Inventor, Safe Serv, Microsoft, Adobe, and Southwest Customer Service certifications.

• Our CTE programs are advised by a board of business partners from various industry sectors. This advisory board is chaired by a representative from the Pasadena Chamber of Commerce and consists of partners from JPL, CalTech, Pasadena Fire Department, Pasadena Police Department, Pasadena City College, Armory Center for the Arts, Pasadena Media, Huntington Hospital, Collaborate Pasadena, United Way of Greater Los Angeles, Kaiser, Pankow Builders, local law firms, local entrepreneurs and business owners.

Last updated: 1/27/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1103
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.0%

Last updated: 1/30/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.1%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	47.2%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

	Percentage of Students Meeting Fitness Standards		
Grade Level	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
9	17.7%	23.3%	25.0%

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

Last updated: 1/26/2018

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

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

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

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

State Priority: Pupil Engagement

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

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

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

	School			District			State		
Indicator	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	3.7%	4.3%	4.5%	11.1%	8.6%	10.0%	11.5%	10.7%	9.7%
Graduation Rate	93.6%	93.1%	94.2%	81.4%	81.5%	82.2%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
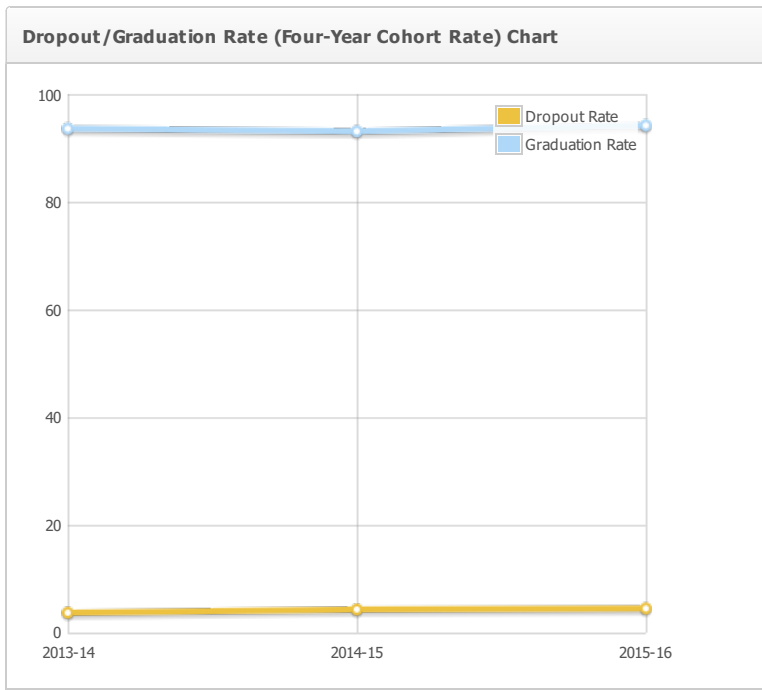
Completion of High School Graduation Requirements - Graduating Class of 2016

(One-Year Rate)

| Student Group	School	District	State
All Students	90.4%	74.6%	87.1%
Black or African American	85.0%	79.3%	79.2%
American Indian or Alaska Native	100.0%	100.0%	80.2%
Asian	90.0%	88.6%	94.4%
Filipino	100.0%	94.4%	93.8%
Hispanic or Latino	90.9%	70.6%	84.6%
Native Hawaiian or Pacific Islander	50.0%	40.0%	86.6%
White	92.6%	85.4%	91.0%
Two or More Races	93.3%	70.6%	90.6%
Socioeconomically Disadvantaged	95.3%	75.7%	85.5%
English Learners	50.0%	37.1%	55.4%
Students with Disabilities	56.9%	55.6%	63.9%
Foster Youth	0.0%	36.7%	68.2%

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	4.9%	4.5%	3.5%	5.0%	4.5%	4.6%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
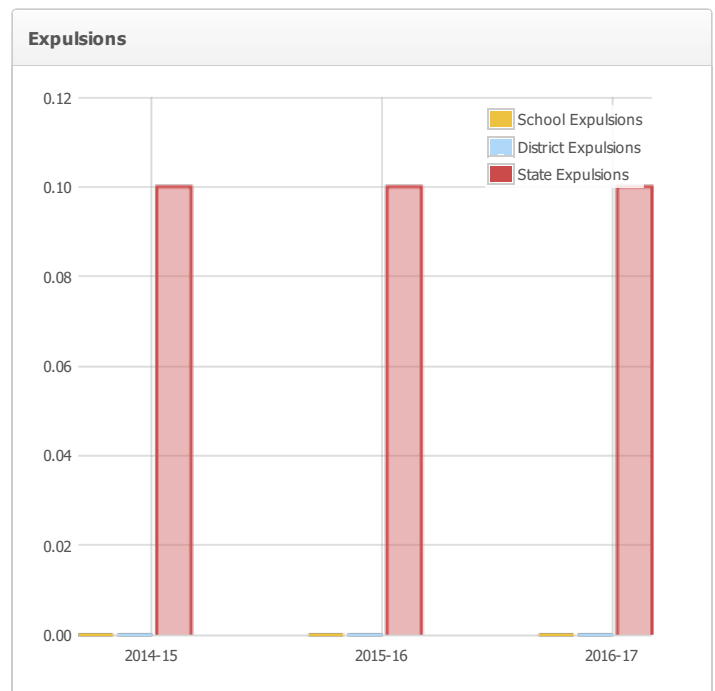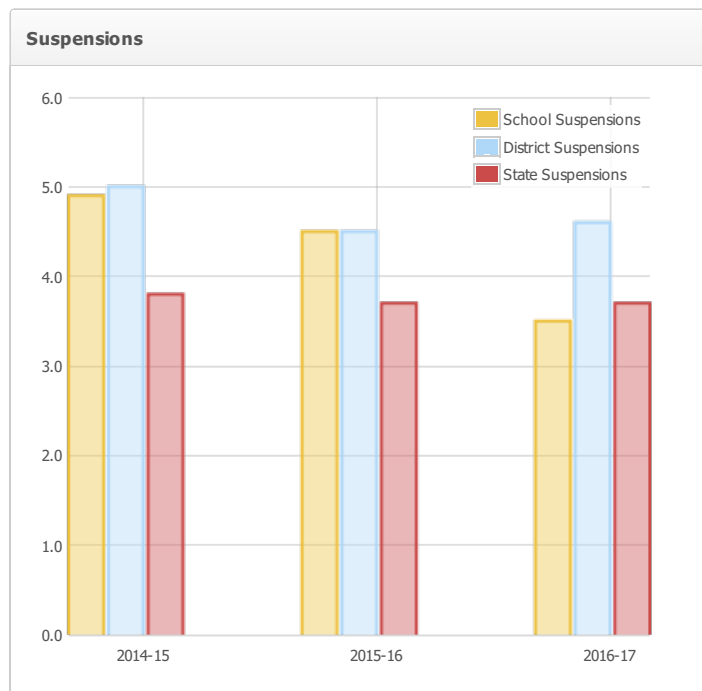
School Safety Plan (School Year 2017-18)

The safety of students and staff is a primary concern of Pasadena High School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Approximately 40 surveillance cameras provide additional monitoring of hallways and external areas of the school.
Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared among four school security officers, teachers, and the administrators.
The School Site Safety Plan is updated annually by the Leadership Team, and is fully compliant with state guidelines. The plan was most recently updated and reviewed with school staff in 2017. Key elements of the Safety Plan focus on ADA compliant accessibility of all facilities. To help achieve this goal, elevators are fully functional. The school is fully compliant with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. In addition, fire, earthquake, and disaster drills are conducted on a semester basis throughout the school year.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	83.3%

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Secondary)

| | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
Subject	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+	Average Class Size	1-22	23-32	33+
English	28.0	19	29	27	28.0	13	32	27	27.0	20	29	20
Mathematics	30.0	15	11	27	29.0	10	14	20	27.0	15	16	16
Science	29.0	10	12	16	27.0	11	14	16	28.0	16	23	17
Social Science	31.0	11	10	32	29.0	11	15	23	29.0	10	17	23

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/26/2018

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.6	386.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	1.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	18.3	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/30/2018

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$7152.1	$1360.8	$5791.3	$70088.0
District	N/A	N/A	$5978.7	$71988.0
Percent Difference – School Site and District	N/A	N/A	-3.2%	-2.7%
State	N/A	N/A	$6574.0	$77824.0
Percent Difference – School Site and State	N/A	N/A	-12.7%	-10.5%

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

Last updated: 1/27/2018

Types of Services Funded (Fiscal Year 2016-17)

Pasadena High School is the largest comprehensive public high school that serves students of Pasadena, Altadena, and Sierra Madre. 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.

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. 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, 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.

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.
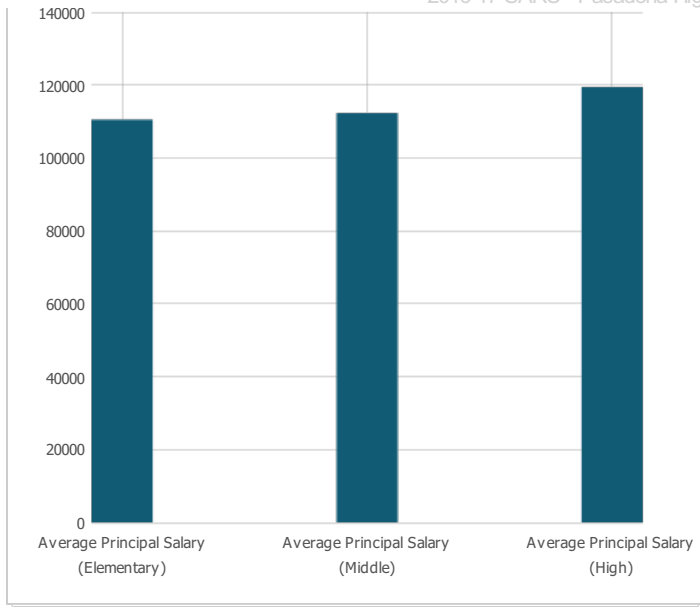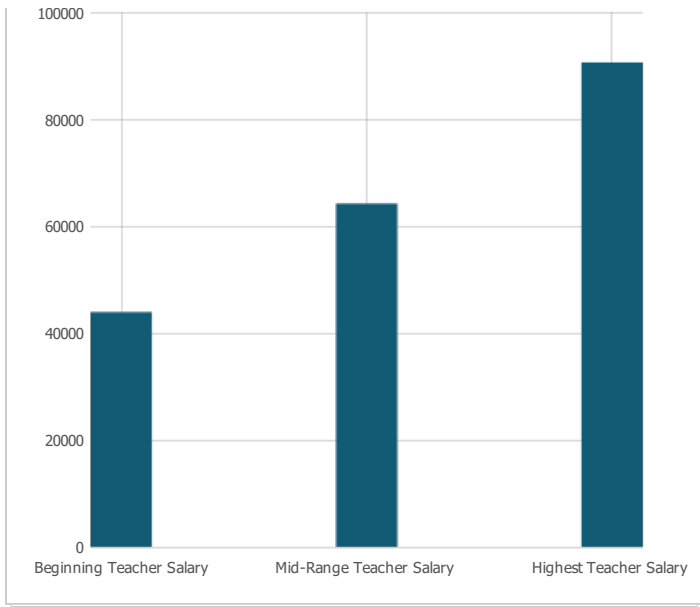
Last updated: 1/29/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

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

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

Teacher Salary Chart

Principal Salary Chart

Last updated: 1/26/2018

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	1	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	2	N/A
Social Science	5	N/A
All Courses	15	35.3%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/26/2018

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district offered two staff development days.
During these sessions, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.
Recent staff development topics include:
• Transition to the Common Core State Standards
• Differentiation: Equity for all students
• Educational Technology
• Balanced Literacy

Last updated: 1/26/2018