

Pasadena High
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School
Year
California Department of Education

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

Principal: Dr. Eric Barba, Principal

Phone: (626) 396-5880

Grade 9-12
Span:

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 at <https://dq.cde.ca.gov/dataquest/> 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Dr. Eric Barba, Principal

📍 Principal, Pasadena High

About Our School



As Principal, it is an honor to lead Pasadena High School an exceptional institution committed to providing a well-rounded, enriching educational experience that prepares students for college, career, and life.

Our commitment to academic excellence is reflected in the range of high-quality programs we offer. This year, we proudly present the following signature academic pathways:

1. Development and Technology Academy (Dev Tech): Formerly known as the App Academy, Dev Tech has expanded to include a robust curriculum in computer programming, information technology (IT), networking, and cybersecurity. Students learn to code, build websites and applications, and explore real-world tech challenges that inspire creativity, innovation, and future career readiness in the technology sector.
2. Creative Arts, Media, and Design (CAMAD): Perfect for students passionate about visual arts and design, CAMAD is a four-year program with two disciplines: Visual Arts and Design, and Graphic Communication Arts. Students engage in hands-on creative projects that prepare them for careers in the media and design industries.
3. Law and Public Service (LPS): This four-year, college preparatory program is tailored for students interested in legal, public safety, or government careers. The curriculum blends core academics with forensic science, criminology, social justice, and real-world legal studies.
4. Mandarin Language Program: Students gain daily practice in reading, writing, and speaking Mandarin. Courses include Mandarin 1–3, AP Chinese Language and Culture, and Chinese Business and Cinema.
5. Math Academy: A district-wide program for mathematically gifted students, Math Academy radically accelerates the math learning curve to prepare

students for elite university-level math and science programs.

In addition to our specialized pathways, we offer a variety of rigorous academic opportunities:

- Advanced Placement (AP): With 23 AP courses offered, students are challenged with college-level coursework that may earn them college credit.
- Dual Enrollment with Pasadena City College: Students can take college classes while in high school, gaining early college credit and experience. They are offered during and after school.

To support students' growth beyond the classroom, Pasadena High School offers a rich variety of extracurricular and co-curricular opportunities, including:

- Performing Arts: Our competitive Band, Auxiliary, Choir, Orchestra, Stage Production, Musical, and Theater programs give students a platform to showcase their artistic talents.
- Athletics: With 39 boys' and girls' athletic teams, students learn the values of teamwork, commitment, and perseverance.
- Clubs and Organizations: With more than 70 active student clubs, every student can find their place to connect, lead, and grow.

At Pasadena High School, we understand that academic success is closely tied to emotional health and a strong sense of belonging. That's why we are deeply committed to the socio-emotional well-being of our students. We are proud to offer:

- Two full-time school psychologists
- A fully staffed Wellbeing Center
- A comprehensive Community School infrastructure
- Partnerships with multiple outside counseling and mental health agencies

Together, these resources ensure our students feel safe, supported, and empowered throughout their high school journey.

As we embark on another exciting year, I encourage every student to embrace the opportunities ahead with curiosity and courage. Together with the support of families, staff, and the wider community we will continue to build a school culture grounded in equity, excellence, and Bulldog pride. Please don't hesitate to reach out with any questions, suggestions, or ideas. Your voice is valued, and your partnership is essential to our collective success. Wishing you all a joyful and successful school year!

Warm regards,
Dr. Eric Barba

Contact

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

Phone: [\(626\) 396-5880](tel:6263965880)
Email: barba.eric@pusd.us

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Blanco, Elizabeth
Email Address	blanco.elizabeth@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2025–26)

School Name	Pasadena High
Street	2925 East Sierra Madre Blvd.
City, State, Zip	Pasadena, CA , 91107-1846
Phone Number	(626) 396-5880
Principal	Dr. Eric Barba, Principal
Email Address	barba.eric@pusd.us
Website	http://phs.pusd.us
Grade Span	9-12
County-District-School (CDS) Code	19648811936822

School Description and Mission Statement (School Year 2025–26)

Welcome to Pasadena High School, home to the largest public high school in the cities of Pasadena, Altadena, and the Sierra Madre. Pasadena High School has been recognized by the US News & World Report as a Best High School Silver Award 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 and continue to be the flagship school of PUSD. We offer our students a comprehensive seven-period day which offers an 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 (CAMAD), Law and Public Service (LPS) Academy, and the APP Academy. Furthermore, we have offered 21 Advanced Placement courses as well as Dual-Enrollment courses to our students, providing students with an opportunity to gain college credit and take college-rigor courses.

Additionally, PHS offers a full range of Fine Arts courses and programs: Choir, Dance, Jazz, Orchestra, Band, Marching Band, and Flags. There are a number of student organizations along with traditional athletics programs, where we offer 19 CIF varsity sports for male and female athletes. Our LEARNS program, an afterschool program offering a variety of courses is the best in all of PUSD with the highest participation numbers among PUSD secondary schools.

We are accredited by the Western Association of Schools and Colleges (WASC - 6 years) and have maintained an excellent record of accreditation. Our tradition and highest priority are 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.

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 email teachers. Overall trends 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, helping all students reach their full potential, and prepare them to be successful in postsecondary education and the challenges of the 21st Century global economy.

MISSION

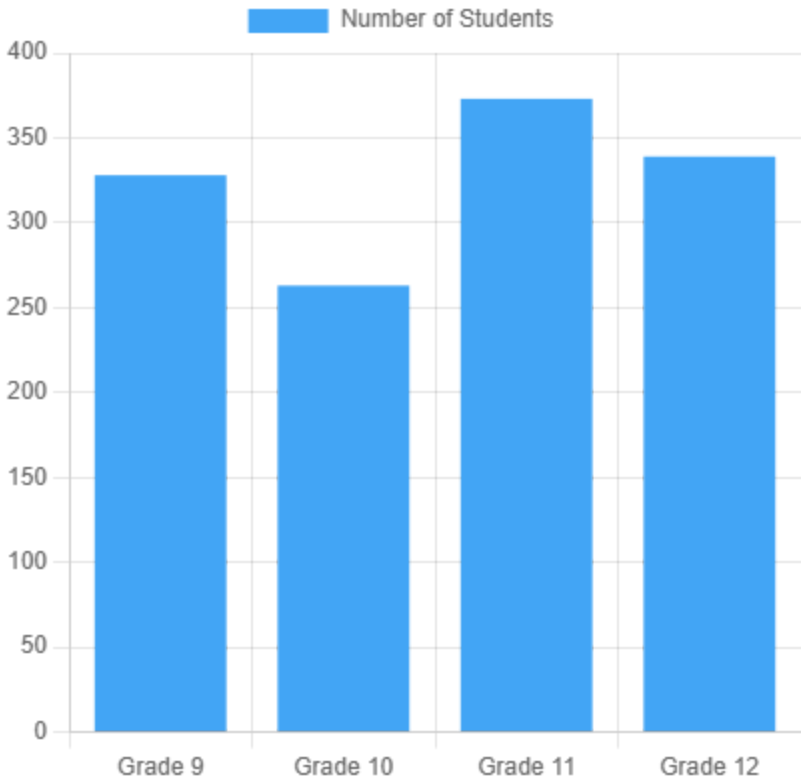
Pasadena Unified School District prepares students for success in an ever-evolving world. We are committed to cultural responsiveness and academic excellence.

VISION

We will transform education to empower students to succeed.

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 9	328
Grade 10	263
Grade 11	373
Grade 12	339
Total Enrollment	1303



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	46.40%	English Learners	4.70%
Male	53.30%	Foster Youth	0.80%
Non-Binary	0.20%	Homeless	2.40%
American Indian or Alaska Native	0.20%	Migrant	0.00%
Asian	7.10%	Socioeconomically Disadvantaged	67.80%
Black or African American	11.70%	Students with Disabilities	15.80%
Filipino	2.80%		
Hispanic or Latino	53.40%		
Native Hawaiian or Pacific Islander	0.30%		
Two or More Races	4.00%		
White	19.10%		

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 Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	66.40	82.95%	633.30	82.92%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.20	2.75%	7.90	1.05%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.50	4.37%	38.30	5.02%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	17.90	2.34%	11953.10	4.28%
Unknown/Incomplete/NA	7.90	9.92%	66.10	8.67%	15831.90	5.67%
Total Teaching Positions	80.00	100.00%	763.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	61.50	82.70%	580.10	79.31%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.60	1.19%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.40	4.60%	52.00	7.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	20.60	2.83%	11746.90	4.23%
Unknown/Incomplete/NA	9.40	12.67%	69.80	9.55%	14303.80	5.15%
Total Teaching Positions	74.40	100.00%	731.40	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	58.40	79.68%	547.50	73.41%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.70	1.85%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	12.70	17.41%	139.60	18.73%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	13.50	1.81%	12112.80	4.34%
Unknown/Incomplete/NA	2.10	2.89%	31.30	4.20%	13705.80	4.91%
Total Teaching Positions	73.30	100.00%	745.90	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	1.60	0	0.00
Misassignments	1.80	3.4	12.70
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.50	3.4	12.70

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.5%	6.4%	18.80%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.7%	0%	3.80%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: September 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption		Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Language of Composition (2008)	English 3P~ 11th Grade Honors/IB English HL 11th/12th Grade	0
	StudySync ELA (2021) consumable workbook & digital	English - Grades 9	
	StudySync ELA (2021) consumable workbook & digital	English - Grades 10	
	StudySync ELA (2021) consumable workbook & digital	English - Grades 11	
	Language of Composition 3rd Edition (2018) - NEW	IB English 11/12 Grade	
	Perine's Literature: Structure, Sound, and Sense	IB English HL - 12th Grades	
	Everything's an Argument	IB English HL - 11th/12th Grade	
	Inside Level A	ENGLISH LANGUAGE DEVELOPMENT 1 ~GRADES 9-12	
	Inside Level A Writing	ENGLISH LANGUAGE DEVELOPMENT 1 ~GRADES 9-12	
	Inside Level A Practice Book	ENGLISH LANGUAGE DEVELOPMENT 1 ~GRADES 9-12	
	Inside Level A Writer's Workout	ENGLISH LANGUAGE DEVELOPMENT 1 ~GRADES 9-12	
	Inside Level B	ENGLISH LANGUAGE DEVELOPMENT 2+	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	~GRADES 9-12 ENGLISH LANGUAGE Inside Level B Writing DEVELOPMENT 2+ ~GRADES 9-12 ENGLISH LANGUAGE Inside Level B DEVELOPMENT 2+ Practice Book ~GRADES 9-12 ENGLISH LANGUAGE Inside Level B Writer's DEVELOPMENT 2+ Workout ~GRADES 9-12 Edge Introduction Course - Grammar and Writing Practice Book (2009) English Language Development Level A-D Edge Introduction Course - Grammar and Writing Practice Book (2014) English Language Development Level A-D Edge Introduction Course - Interactive Reader Workbook English Language Development Level A-D English 3D Course A Volume 2 ALD 6th - 12th English 3D Course A Volume 2 ALD 6th - 12th WORKBOOK English 3D Course B Volume 2 ALD 6th - 12th English 3D Course B Volume 2 ALD 6th - 12th WORKBOOK	
Mathematics	Reveal Integrated Math I (Digital Access) Integrated Math I/Math I Honors Reveal Integrated Math II (Digital Access) Integrated Math II/Math II Honors Reveal Integrated Math III (Digital Access) INTEGRATED MATH III	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Access) Precalculus with Limits Linear Algebra and its Applications (2011) Calculus Concepts and Applications Calculus of a Single Variable, 8th ed. (2006) Stats Modeling the World Stats Modeling the World AP Ed Introduction to Data Science v. 6.0 (2023) College Algebra: Graphs and Models (2012) Mathematics with Business Applications Integrated Arithmetic and Basic Algebra Stats Modeling the World 3rd Edition Integrated Math 1 Honors Packets Integrated Math 2 Honors Packets Integrated Math III Honors/Precalculus Linear Algebra Calculus/AP Calculus BC AP Calculus AB - Grades 10-12 Statistics and Data Science - Grades 11-12 AP Statistics / College Algebra Data Science Career Mathematics - GRADES 11-12 Career Math / College Prep Math College Prep Math AP Statistics - PHS Math 1 Honors Math 2 Honors	0
Science	STEMScopes 6th-12th Licenses Biology The Unity and Diversity of Life(AP Edition) (2019) STEMScopes Grades 6-12 AP Biology - Grades 10-12	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Biozone: IB Biology 2nd Edition IB Biology HL Chemistry: The Central Science (2014, 13th ed.) AP Chemistry - Grades 10-12 Physics: Principles with Applications, 7th ed. IB Physics SL Physics: Principles with Applications, 6th ed. AP Physics 1 - Grades 11-12 Environmental Science for the AP Course (new for 20-21) AP Environmental Science – 11TH Grade Biotechnology: Science for the New Millennium (2nd Ed.) Biotechnology 1A, 1B - Grades 10-12 - Blair Biotechnology: Science for the New Millennium (2012) Biotechnology 1A, 1B - Grades 10-12 Introduction to Sports Medicine and Athletic Training Sports Medicine – Grades 9-12 Fundamentals of Anatomy & Physiology Anatomy and Physiology - Grades 10-12 Access Science EL Science 6-12 Access Science Workbook EL Science 6-12 Fundamentals of Physics AP Physics at PHS Five Steps to a 5 in AP Physics C AP Physics C	0
History-Social Science	Impact World History, Culture, and Geography World History P/World History Honors - Grade 10 Impact United States History and Geography U.S. History P/U.S. History Honors - Grade 11	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Impact American	
	Principles of Government/American	
	American Government Honors–	
	Democracy Grade 12	
	Impact Economics P/Economics	
	Principles of Honors– GRADE 12	
	Economics	
	Voyages in AP World History - Grade	
	World History 10	
	(Hansen, 2015)	
	Voyages in AP World History - Grade	
	World History 10	
	(Third Edition) 2017	
	A Different Ethnic Studies	
	Mirror For	
	Young people	
	The American IB History of the Americas	
	Pageant, 16th - Grades 11	
	Ed.	
	People's History IB History of the Americas	
	of the United HL – Year One Grade 11	
	States (2005)	
	A History of IB History of the Americas	
	Latin America HL – Year Two Grade 12	
	(2004)	
	Why Nations Go IB History of the Americas	
	To War (2005) HL – Year Two Grade 12	
	Russia, America, IB History of the Americas	
	and the Cold HL – Year Two Grade 12	
	War (2004)	
	Origins of the IB History of the Americas	
	Cold War 1941- HL – Year Two Grade 12	
	1949 (2003)	
	Principles of AP Economics - Grade 12	
	Economics, 6th edition (2012)	
	Wilson AP U.S. Government -	
	American Grade 11-12	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Government (14th ed., 2014) Meyer's Psychology for A.P. AP Psychology – Grade11-12 Human Geography People, Place and Culture 11th ed. AP Human Geography – GRADE 10-(PHS) American Pageant, 17th edition APUSH - PHS American Government Institutions & Policies, 16th ed. APGOV - PHS A History of Western Society, APEURO - PHS Vol. 2, 13 ed.	
Foreign Language	T'es branché? 1 (2019 2nd Edition) French 1P– Grades 9-12 T'es branché? 2 (2020 2nd Edition) French 2P - Grades 10-12 T'es branché? 3 (2020 2nd Edition) French 3P – Grades10-12 T'es branché? 4 (2020 2nd Edition) AP® French Language and Culture - Grades10-12 Chinese Made Easy Text and Workbook Mandarin 1 – Grade 9 Chinese Made Easy 1 Workbook Mandarin 1 – Grade 9 Chinese Made Easy: Workbook 1 Mandarin 2 Chinese Made Easy 2 Mandarin 2 – Grades 10-12	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Chinese Made Easy 2 Workbook	Mandarin 2 – Grades 10-12
	Chinese Made Easy 3 Textbook	Mandarin 3
	Chinese Made Easy 3 Workbook	Mandarin 3
	Chinese Made Easy Textbook Level 4 (3rd ed)	AP Mandarin
	Chinese Made Easy Workbook Level 4 (3rd ed)	AP Mandarin
	AP Chinese Simulated Practice Tests	AP Mandarin
	Startup Business Chinese Level 1 (2005)	Business Chinese
	Startup Business Chinese Level 2	Business Chinese
	HSK Standard Course 4A Textbook	DLIP Mandarin Language Arts
	HSK Standard Course 4A Workbook	DLIP Mandarin Language Arts
	HSK Standard Course 4B Textbook	DLIP Mandarin Language Arts
	HSK Standard Course 4B Workbook	DLIP Mandarin Language Arts
	A Short History of the United States (Mandarin/English)	DLIP Mandarin Language Arts
	¡Qué chévere!: Spanish 1	Spanish 1
	¡Qué chévere!: Spanish 2	Spanish 2
	¡Qué chévere!: Spanish 3	Spanish 3
		AP® Spanish
	¡Qué chévere!: Spanish 4	Language and Culture
	En Voz Alta L1	Native Spanish 1
	En Voz Alta L2	Native Spanish 2
	En Voz Alta L3	Native Spanish 3
	Abriendo Puertas Tomo I (2003)	AP Spanish Literature -

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Album Grades 11-12 AP Spanish Language Cajas de carton DLIP 9-10th Grade - Chicano Literature Poncho DLIP 9-10th Grade - Chicano Literature Borderlands La Frontera: The New Mestiza DLIP 9-10th Grade - Chicano Literature The House on Mango Street DLIP 9-10th Grade - Chicano Literature Como Agua para chocolate DLIP 9-10th Grade - Chicano Literature Pedagogy of the Oppressed DLIP 9-10th Grade - Chicano Literature Voces de Hispanoamerica, Quinta Edicion DLIP 9-10th Grade - Spanish Literature	
Health	Health (Health Curriculum developed in alignment with California Healthy Kids Act (CHYA) Secondary Health Curriculum File	0
Visual and Performing Arts	The Practice of Harmony, 6th Edition (2011) Gardner's Art through the Ages A- AP Music Theory – GRADES 10-12 AP Art History	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Antiquity Gardner's Art through the Ages B: AP Art History The Middle Ages Gardner's Art through the Ages C: AP Art History Non-Western Art to 1300 Gardner's Art through the Ages D: AP Art History Renaissance and Baroque Gardner's Art through the Ages E: AP Art History Modern Europe and America Gardner's Art through the Ages F: AP Art History Non-Western Art since 1300 Gardner's Art through the Ages AP Art History Teacher's Guide Accelerated Piano Adventures for the Older Beginner, Book 1 Raymond C. Fussell Exercises For Ensemble Drill	Introduction to Piano Beginning/ Intermediate/ & Advanced Band & Marching Band - PHS

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

A scheduled maintenance program is administered by the 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.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

PUSD has adopted cleaning standards for all schools in the District.

The PUSD Facilities Master Plan provides an outline of modernization plans for school sites based upon input from educational partners and identified student needs. More information can be found at: <https://www.pusdplan.org/>

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2025

Overall Rating	Good
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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 includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** 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 taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	58%	56%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	25%	25%	35%	36%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	359	325	90.53%	9.47%	55.86%
Female	159	141	88.68%	11.32%	61.43%
Male	200	184	92.00%	8.00%	51.63%
American Indian or Alaska Native	--	--	--	--	--
Asian	23	20	86.96%	13.04%	75.00%
Black or African American	51	44	86.27%	13.73%	54.55%
Filipino	12	11	91.67%	8.33%	81.82%
Hispanic or Latino	181	168	92.82%	7.18%	46.71%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00%	0.00%	72.73%
White	67	57	85.07%	14.93%	66.67%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	140	124	88.57%	11.43%	45.97%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	59	48	81.36%	18.64%	22.92%

Note: ELA test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	359	328	91.36%	8.64%	25.38%
Female	159	144	90.57%	9.43%	18.88%
Male	200	184	92.00%	8.00%	30.43%
American Indian or Alaska Native	--	--	--	--	--
Asian	23	20	86.96%	13.04%	60.00%
Black or African American	51	47	92.16%	7.84%	13.04%
Filipino	12	11	91.67%	8.33%	27.27%
Hispanic or Latino	181	168	92.82%	7.18%	14.88%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	22	100.00%	0.00%	45.45%
White	67	57	85.07%	14.93%	47.37%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	140	123	87.86%	12.14%	12.20%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	59	49	83.05%	16.95%	10.20%

Note: Mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	35.95%	27.27%	31.97%	31.22%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	387	309	79.84%	20.16%	27.27%
Female	174	130	74.71%	25.29%	26.92%
Male	212	179	84.43%	15.57%	27.53%
American Indian or Alaska Native	--	--	--	--	--
Asian	25	21	84.00%	16.00%	47.62%
Black or African American	53	43	81.13%	18.87%	9.30%
Filipino	15	9	60.00%	40.00%	--
Hispanic or Latino	195	161	82.56%	17.44%	20.63%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	20	83.33%	16.67%	35.00%
White	71	52	73.24%	26.76%	51.92%
English Learners	11	8	72.73%	27.27%	--
Foster Youth	--	--	--	--	--
Homeless	17	16	94.12%	5.88%	31.25%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	154	120	77.92%	22.08%	16.81%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	62	46	74.19%	25.81%	10.87%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2024–25)

Students at PHS are offered courses in the following CTE Industry Sectors:

Creative Arts and Media

Information and Communication Technologies

Public Service

Sports Medicine

Course sequences are offered in all of the above Industry sectors and directly aligned with high wage, high need jobs in our community.

A complete list of Pasadena USD CTE courses can be found online:<https://www.pusd.us/Page/6762>

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	751
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	50%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	10.5%

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	99.54%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	56.12%

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 2024–25)
Percentage of Students Participating in each of the five Fitness Components**

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	92.4%	92.4%	78.9%	93.8%	92.7%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

The district is committed to fostering strong family-school partnerships by providing parent education opportunities that support parenting skills, curriculum understanding, academic assessments, at-home learning strategies, social-emotional growth, advocacy, technology, and leadership development.

Additionally, the district collaborates with individual school sites to actively recruit and encourage parents to volunteer, participate in school activities, and take on leadership roles in parent advisory committees at both the school and district levels.

To strengthen family engagement, the district provides professional development for school and district staff on customer service, effective parent engagement strategies, and meaningful two-way communication between families and schools.

Parents at Pasadena High School are encouraged to get involved through various leadership and advisory groups, including:

African American Parent Council (AAPC) (CONTACT: Ms. Mel Ulmer, ulmer.melodee@pusd.us)

Parent-Teacher-Student Association (PTSA)/Parent-Teacher Student Association (PTSA) (CONTACT: Dr. Allison Evans, drallisonevans@gmail.com)

School Site Council (SSC) (CONTACT: Mr. Sam Alkhadra, ealkhadra@gmail.com)

English Language Advisory Committee (ELAC) (CONTACT: Ms. Francia Pena-Gomez, franciapena1111@gmail.com)

All other inquiries regarding parent involvement or support can be directed to: Ms. April Zavalza, Senior Community Advocate, zavalza.april@pusd.us

Additionally, parents are encouraged to engage in all school events and activities. We value and appreciate our families as partners in student success.

State Priority: Pupil Engagement

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

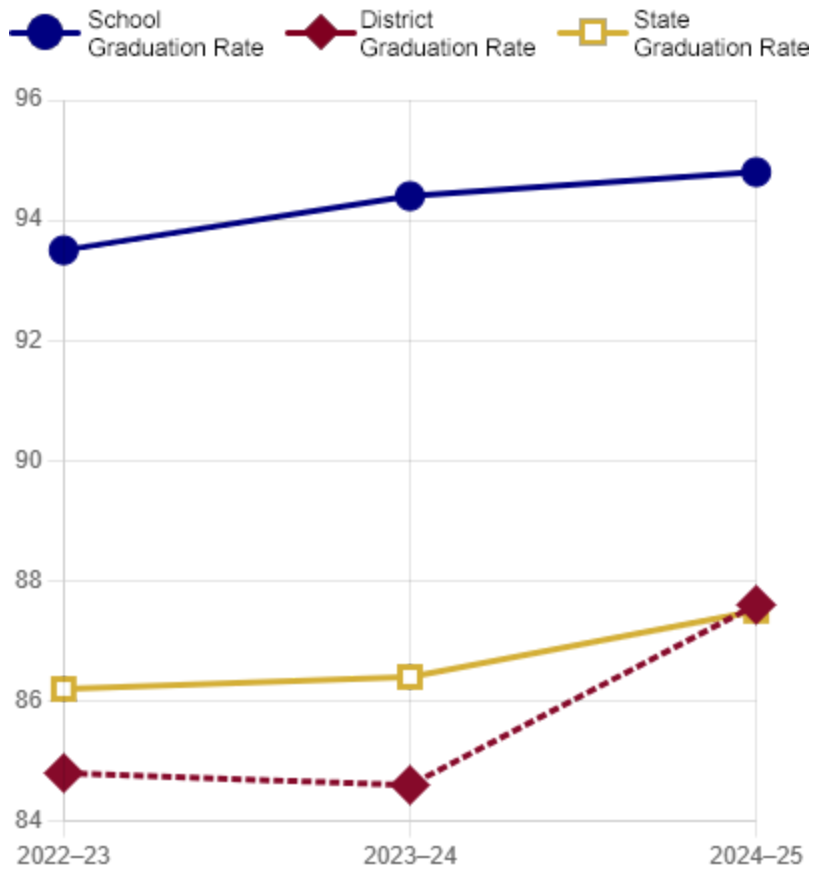
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

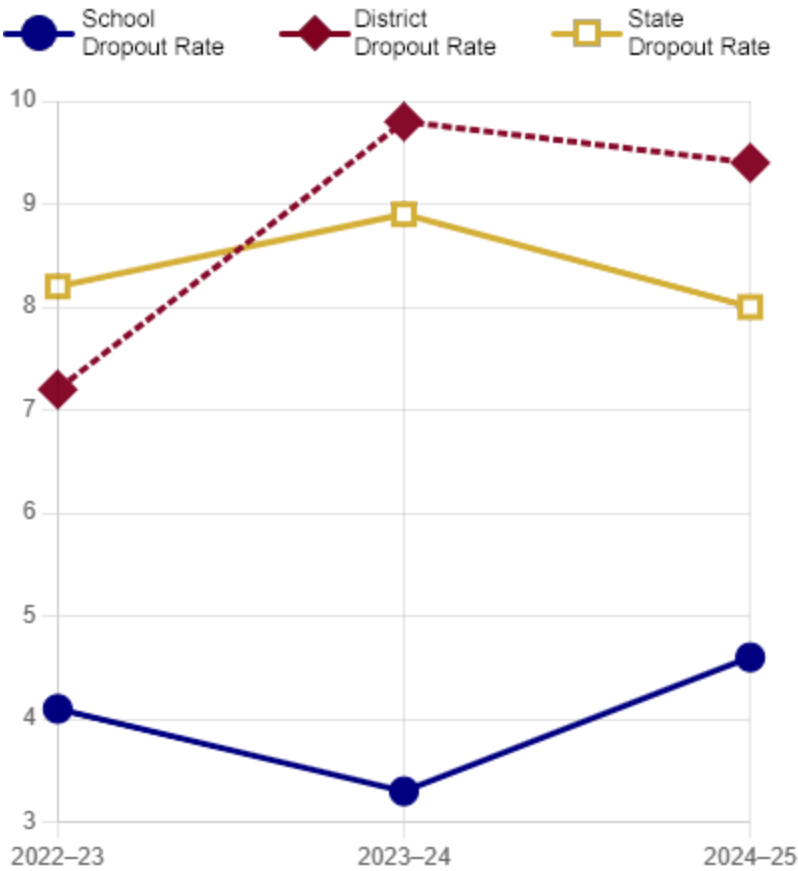
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	93.5%	94.4%	94.8%	84.8%	84.6%	87.6%	86.2%	86.4%	87.5%
Dropout Rate	4.1%	3.3%	4.6%	7.2%	9.8%	9.4%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	349	331	94.8%
Female	161	155	96.3%
Male	186	174	93.5%
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00%
Asian	20	16	80.0%
Black or African American	44	42	95.5%
Filipino	--	--	--
Hispanic or Latino	171	165	96.5%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	14	13	92.9%
White	84	80	95.2%
English Learners	31	27	87.1%
Foster Youth	--	--	--
Homeless	28	27	96.4%
Socioeconomically Disadvantaged	263	248	94.3%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	51	45	88.2%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1364	1342	349	26.0%
Female	628	620	189	30.5%
Male	731	717	157	21.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	94	94	6	6.4%
Black or African American	160	158	56	35.4%
Filipino	36	36	2	5.6%
Hispanic or Latino	730	715	209	29.2%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	54	54	10	18.5%
White	262	258	56	21.7%
English Learners	72	69	17	24.6%
Foster Youth	20	14	10	71.4%
Homeless	36	35	14	40.0%
Socioeconomically Disadvantaged	952	933	289	31.0%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	235	229	88	38.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	3.95%	4.03%	1.98%	3.19%	2.76%	1.96%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.07%	0.00%	0.01%	0.03%	0.01%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.98%	0.00%
Female	2.07%	0.00%
Male	1.78%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	3.75%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.47%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.85%	0.00%
White	0.38%	0.00%
English Learners	2.78%	0.00%
Foster Youth	30.00%	0.00%
Homeless	2.78%	0.00%
Socioeconomically Disadvantaged	2.52%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	8.09%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

The safety of students and staff is a primary concern of the Pasadena Unified School District. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Students are monitored before, during, and after school by District Security Officers, bathroom monitors, counselors, and administration. There are designated areas for student drop-off and pick-up.

The School Site Safety Plan is revised annually by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members and modified based on student data at the beginning of each school year. The plan was most recently updated and reviewed with school staff in February of 2024. Key elements of the Safety Plan include the maintenance of a safe, orderly, and drug-free school. The schools comply with the laws, rules, and regulations about hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills, etc are conducted on a regular 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	42	23	15
Mathematics	19.00	46	23	7
Science	25.00	24	11	20
Social Science	22.00	38	13	17

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	21.00	35	22	8
Mathematics	20.00	32	22	10
Science	22.00	25	19	10
Social Science	21.00	32	20	11

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	31	19	10
Mathematics	20.00	34	18	7
Science	22.00	20	18	6
Social Science	21.00	26	17	9

* 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.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	4

* 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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other**	1.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$101551.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$103743.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

Types of Services Funded at Pasadena High School

Pasadena High School (PHS), the largest comprehensive public high school serving the communities of Pasadena, Altadena, and Sierra Madre, provides a broad range of academic, student support, and enrichment services designed to promote student success, engagement, and postsecondary readiness. Services are delivered through a coordinated, schoolwide approach that integrates rigorous instruction with targeted academic, social-emotional, and wellness supports.

Academic Programs and College & Career Readiness

PHS offers a comprehensive college preparatory program aligned with the A–G requirements, enabling students to pursue four-year university options, including the University of California and California State University systems. The curriculum includes Advanced Placement (AP) and honors courses, fine arts, and multiple College and Career Pathways, including Creative Arts Media & Design (CAMAD), Law and Public Service (LPS), and App Academy. Additional academic programs include STEM and Robotics (supported by the Pasadena Educational Foundation), the Alternative Education Program Center for Independent Studies (CIS), and the Thesis credit recovery program.

Targeted academic supports are available for students who need additional assistance, including tutoring, Acellus after-school remediation courses, Read 180 for English Learners, the Twilight credit recovery program, and other intervention services aligned to student needs.

Student Support Services and MTSS

PHS utilizes a Multi-Tiered System of Supports (MTSS) to provide universal, targeted, and intensive interventions based on academic, behavioral, and social-emotional data. An on-site MTSS Coach supports coordination of services and progress monitoring. Students receive support from academic counselors, school psychologists, and a career counselor who assist with academic planning, mental health, and college and career readiness.

Additional wellness and support services include a Substance Abuse Prevention Specialist, a Registered Nurse, and a dedicated Wellness Center where students can access counseling and support services. Attendance and engagement are supported through the work of a Truancy Intervention Specialist and a Senior Community Advocate, who collaborate with families to address barriers to regular school attendance.

Specialized and Equity-Focused Programs

PHS offers specialized programs to expand access and opportunity for underserved students, including the Puente Program, which supports Latino students with academic potential through mentoring, college visits, and motivational programming designed to increase four-year college enrollment and degree completion.

Special Education Services

Pasadena High School provides a full continuum of special education services to meet the needs of students with disabilities. Programs include Special Day Classes (SDC), Speech and Language services, and CARE (Counseling and Academic Readiness Education) supports. Services are guided by each student's Individualized Education Program (IEP) and delivered in the least restrictive environment. Special education staff collaborate closely with families and general education teachers to ensure students receive appropriate academic, behavioral, and social-emotional supports.

School Climate, Social-Emotional Learning, and Extracurricular Activities

PHS emphasizes social-emotional learning and positive school climate through implementation of Behavioral Response to Intervention (RTI) strategies and Proactive Classroom Management practices. These efforts have contributed to reduced out-of-school suspensions, increased instructional time, and a stronger sense of belonging.

Students also benefit from a wide range of extracurricular and leadership opportunities, including Associated Student Body (ASB), Marching Band, Cheerleading, Yearbook, cultural clubs, and other activities that promote leadership, creativity, teamwork, and connection to school.

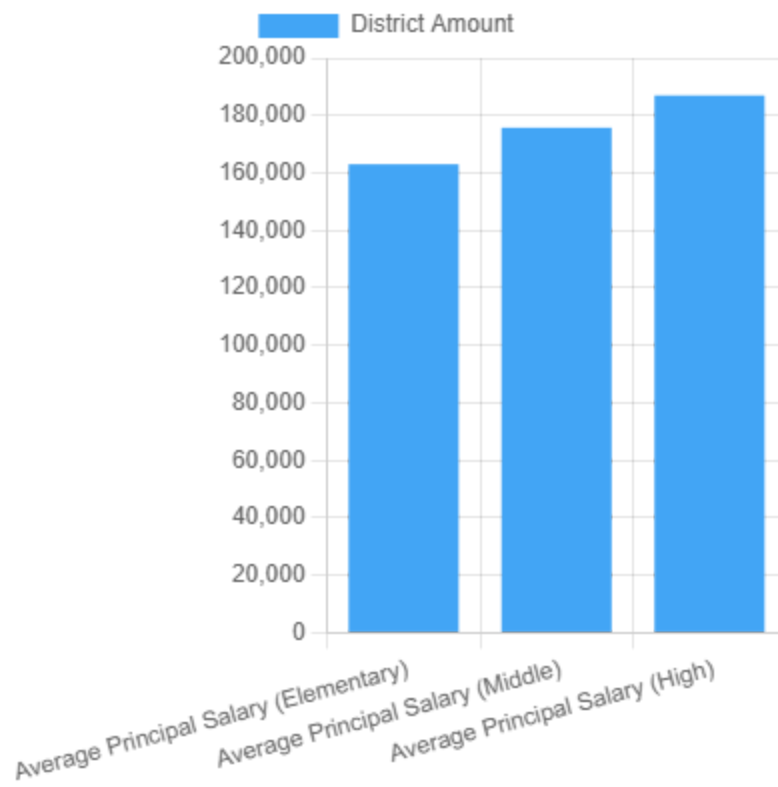
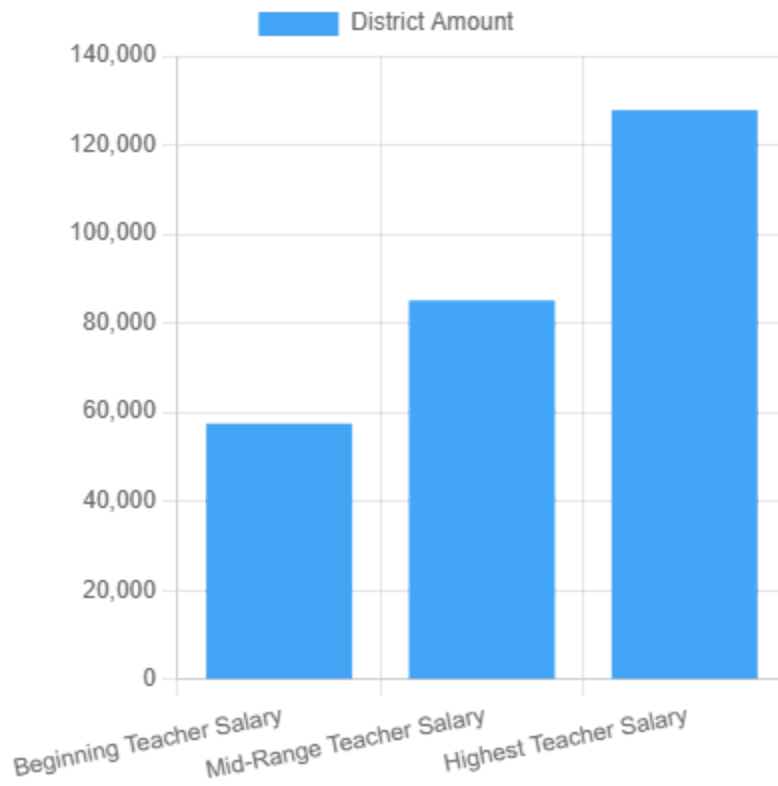
Staffing and Organizational Support

Services at PHS are delivered by a multidisciplinary team that includes certificated teachers, counselors, school psychologists, administrators, and classified staff who work collaboratively to maintain a safe, inclusive, and student-centered learning environment. Together, these programs and services reflect Pasadena High School's commitment to providing a holistic education that supports academic achievement, personal growth, and preparation for college, career, and civic life.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57464.00	\$62783.30
Mid-Range Teacher Salary	\$85129.00	\$97783.34
Highest Teacher Salary	\$127842.00	\$128020.33
Average Principal Salary (Elementary)	\$163032.00	\$160224.36
Average Principal Salary (Middle)	\$175740.00	\$166991.85
Average Principal Salary (High)	\$186960.00	\$180970.82
Superintendent Salary	\$315257.00	\$313465.36
Percent of Budget for Teacher Salaries	24.07%	30.05%
Percent of Budget for Administrative Salaries	4.93%	5.00%

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



Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 47.1 %

Subject	Number of AP Courses Offered*
Computer Science	2
English	10
Fine and Performing Arts	2
Foreign Language	3
Mathematics	6
Science	14
Social Science	17
Total AP Courses Offered*	56

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

Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6