

Pasadena Unified School District

2014-2015 District Annual Report

Published in the 2015-2016 School Year

A District and Statewide Comparative Report of Student Progress and Proficiency

This report provides District and State level reporting of student proficiency and progress towards meeting established proficiency standards. Detailed information about our schools is included in individual School Accountability Report Cards prepared for each school. You may obtain an Annual School Report Card from the district or school offices, or by visiting our website at www.pusd.us.

District Mission Statement

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

Community Profile (School Year 2015-16)

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.

Pasadena Unified School District has 28 schools and serves students in grades Transitional Kindergarten through Twelve. A profile of the district's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program. Enrollment information by school site can be found in each school's School Accountability Report Card.

Enrollment by Ethnic Group	
2014-15	
	Percentage
African American	14.0%
American Indian	0.4%
Asian	4.7%
Filipino	1.8%
Hispanic or Latino	58.3%
Pacific Islander	0.2%
White	17.3%
Two or More	2.2%
None Reported	1.1%

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Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs	
	District
Program Improvement (PI) Status	In PI
First Year in PI	2011-2012
Year in PI (2015-16)	Year 3
# of Title I Schools Currently in PI	20
% of Title I Schools Identified for PI	90.9%

California Assessment of Student Performance and Progress (CAASPP)

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11).

California Assessment of Student Performance and Progress		
Percent of Students Meeting or Exceeding the State Standards		
Subject	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	36	44
Mathematics (Grades 3-8 and 11)	28	33

California Standards Test (CST) - Science

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period. For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards						
Subject	District			State		
	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	50	52	49	59	60	56

California High School Exit Exam (CAHSEE) Results for Grade Ten Students (School Year 2014-15)

Until the 2015-16 school year, the California High School Exit Exam was primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English/Language Arts section and a Math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The table displays the percent of students achieving at the Proficient or Advanced level for the past three years. **Note: The score a student must achieve to be considered Proficient as reported in the SARC is different than the passing score for the state's graduation requirement.**

CAHSEE By Subject for All Grade Ten Students						
	2012-13		2013-14		2014-15	
	District	State	District	State	District	State
English	52	57	37	56	37	58
Mathematics	50	60	38	62	37	59

Completion of High School Graduation Requirements - Class of 2014

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption. **Data from the 2013-14 school year is the most recent data available from the CDE.**

Completion of High School Graduation Requirements		
	District	State
All Students	78.2%	84.6%
African American/Black	85.3%	76.0%
American Indian	100.0%	78.1%
Asian	82.1%	92.6%
Filipino	97.1%	96.5%
Hispanic or Latino	74.3%	81.3%
White	86.4%	89.9%
Two or More Races	75.0%	82.8%
English Learners	28.7%	50.8%
Socioeconomically Disadvantaged	75.9%	81.4%
Students with Disabilities	60.2%	61.3%

Dropout & Graduation Rates (Four-Year Cohort Rate)

The district actively works to reduce dropouts. The table illustrates district and statewide dropout and graduation rates for the past three years. Data from the 2014-15 school year was not available at the time of publication.

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

Graduation & Dropout Rates						
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
District	13.2%	9.2%	11.1%	78.9%	82.8%	81.4%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

Suspensions & Expulsions

Pasadena Unified School District annually provides a Student Conduct Code for each of its sites. The table displays the percentage of suspensions and expulsions in the district and throughout the state. Expulsions occur only when required by law or when all other alternatives have been exhausted.

Suspensions & Expulsions						
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
District	6.8%	6.4%	4.9%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

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.

Teacher Assignment

Pasadena Unified School District recruits and employs qualified credentialed teachers who meet all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	
	District
	15-16
Fully Credentialed	615
Without Full Credentials	9
Teaching Outside Subject Area of Competence (with full credential)	5

Highly Qualified Teachers (School Year 2014-15)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified." Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
All Schools in District	88.8%	11.2%
High-Poverty Schools in District	87.0%	13.0%
Low-Poverty Schools in District	100.0%	0.0%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website.

Average Salary Information Teachers - Principal - Superintendent 2013-14		
	District	State
Beginning Teachers	\$41,415	\$43,062
Mid-Range Teachers	\$60,566	\$67,927
Highest Teachers	\$85,450	\$87,811
Elementary School Principals	\$108,937	\$110,136
Middle School Principals	\$109,039	\$115,946
High School Principals	\$115,962	\$124,865
Superintendent	\$247,200	\$211,869
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	39.0%
Administrative Salaries	6.0%	5.0%

District Revenue Sources (Fiscal Year 2014-15)

In addition to general state funding, Pasadena Unified School District received state and federal categorical funding for the following support programs:

- Title I, Parts A & D - Basic & Delinquent Funds
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Limited English Proficient (LEP)

