

Pasadena Unified School District

2015-2016 District Annual Report

Published in the 2016-2017 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 2016-17)

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 | |
|----------------------------|------------|
| 2015-16 | |
| | Percentage |
| African American | 13.4% |
| American Indian | 0.3% |
| Asian | 4.8% |
| Filipino | 1.8% |
| Hispanic or Latino | 59.1% |
| Pacific Islander | 0.2% |
| White | 17.5% |
| Two or More | 2.4% |
| None Reported | 0.5% |

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Federal Intervention Program (School Year 2016-17)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetetermine.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 | 83.3% |

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based and paper-pencil assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. The paper-pencil assessments include the Science assessments for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

This table displays the percent of students who met or exceeded state standards in English Language Arts/Literacy (grades 3-8 and 11) and Math (grades 3-8 and 11), and Science (grades 5, 8, and 10).

| 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) | 57 | 49 |
| Mathematics (Grades 3-8 and 11) | 33 | 36 |
| Science (Grades 5, 8, and 10) | 42 | 54 |

Completion of High School Graduation Requirements - Class of 2015

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 met all state and local graduation requirements for grade twelve completion. *Data from the 2014-15 school year is the most recent data available from the CDE.*

| Completion of High School Graduation Requirements | | |
|---|----------|-------|
| | District | State |
| All Students | 77.0 % | 85.7% |
| African American/Black | 87.2% | 76.9% |
| American Indian | 100.0% | 74.9% |
| Asian | 100.0% | 92.8% |
| Filipino | 70.6% | 96.8% |
| Hispanic or Latino | 67.7% | 84.5% |
| White | 100.0% | 87.2% |
| Two or More Races | 100.0% | 91.4% |
| English Learners | 49.1% | 50.9% |
| Socioeconomically Disadvantaged | 69.2% | 76.6% |
| Students with Disabilities | 93.0% | 68.4% |

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 2015-16 school year was not available at the time of publication.

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

| | Graduation & Dropout Rates | | | | | |
|----------|----------------------------|-------|-------|------------|-------|-------|
| | Dropout | | | Graduation | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| District | 9.2% | 11.1% | 8.6% | 82.8% | 81.4% | 81.5% |
| State | 11.4% | 11.5% | 10.7% | 80.4% | 81.0% | 82.3% |

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 | | |
| | 13-14 | 14-15 | 15-16 | 13-14 | 14-15 | 15-16 |
| District | 6.42 | 4.94 | 4.46 | 0.03 | 0.01 | 0.00 |
| State | 4.36 | 3.80 | 3.65 | 0.10 | 0.09 | 0.09 |

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

Teacher Assignment

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

This chart shows information about teacher credentials.

| Teacher Credential Status | |
|--|----------|
| | District |
| | 16-17 |
| Fully Credentialed | 674 |
| Without Full Credentials | 3 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 |

Highly Qualified Teachers (School Year 2015-16)

Federal law 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; and
- 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/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

| 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 | 90.8% | 9.2% |
| High-Poverty Schools in District | 89.5% | 10.5% |
| Low-Poverty Schools in District | 98.8% | 1.2% |

Teacher & Administrative Salaries (Fiscal Year 2014-15)

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 district's 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 Web site.

| Average Salary Information | | |
|--|-----------|-----------|
| Teachers - Principal - Superintendent | | |
| 2014-15 | | |
| | District | State |
| Beginning Teachers | \$41,415 | \$44,958 |
| Mid-Range Teachers | \$60,566 | \$70,581 |
| Highest Teachers | \$85,450 | \$91,469 |
| Elementary School Principals | \$108,937 | \$113,994 |
| Middle School Principals | \$109,039 | \$120,075 |
| High School Principals | \$115,962 | \$130,249 |
| Superintendent | \$250,000 | \$218,315 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 32.0% | 38.0% |
| Administrative Salaries | 6.0% | 5.0% |

District Revenue Sources (Fiscal Year 2015-16)

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)

