



PUSD

Pasadena Unified School District

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Phone: (626) 396-3600

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.

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Pasadena

*"A learning community
dedicated to student success"*

High School

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Gilbert Barraza, Principal

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2014-2015 School Accountability Report Card

Published in the 2015-2016 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Principal's Message

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.

In particular, we are proud of the graduating Class of 2015, which earned in excess of \$10.2 million in scholarships and grants. The Class of 2014 earned \$11.2 million!

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, Physics 2, 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.

Bulldog 2015-2016 milestones:

- Our dedicated teachers, faculty and staff are leading the charge with Common Core State Standards
- Our school climate and culture have remained overwhelmingly positive due to impressive gains as documented by Best High Schools, U.S. News & World Report, Silver Awards 2013 & 2015
- Aquatics CIF Playoffs Six years in a row
- Baseball CIF Playoffs Six years in a row
- Boys Soccer Pacific League Champions 14 of 15 years, CIF SS Final 8,
- Boys Basketball Pacific League Champions, First in Twenty Years, CIF SS Final 8
- Dance SHARP Competition Champions in numerous categories
- Musical Drama & Jazz Band Annual Performance
- Created Five Sections of Choir with Piano Courses
- ELD/EL Students continue to produce the Highest Secondary CELDT scores and Re-classification rates among English Language Learners in PUSD
- PHS Annual Fund continues to provide needed teaching materials for our classrooms
- 2015 PUSD Math Field Day runner-up
- PHS students has the highest AP exam passing rates in PUSD, UC/CSU/Private College Rate 41%, 52% Community College, 3% Military, 4% workforce
- Advanced Placement Program continues to expand
- National Academy Foundation/Linked Learning Certified Creative Arts, Media and Design Pathway
- Law and Public Service Pathway added "LA County Teen Court" and Built an authentic Court Room, and the APP Academy issued each student a personal lap top for the coding development and redesigned each classroom
- PHS now offers Mandarin Chinese and American Sign Language as languages Levels I & II
- Our graduates continue to excel academically. Class of 2010-2016 have earned over \$35 MILLION AND are entering highly ranked four-year Universities, Colleges, Military & Work Force
- Notable Puente Scholar Sofia Carvajal
- Notable POSSE Scholar Finalist: Andrew Ochola & Tyler Bradley
- Notable National Merit Commended Scholars: Hailey M. Gold, Alejandro J. Lopez, Megan C. McCreight, Avery J. Roberts, Nicholas S. Whiting & Daniel R. Wright

When it comes to educating our students, success is our only option. 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 Thesis 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.

School 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, creatively, and critically. They will learn to be collaborative, respectful, thoughtful and appreciative. Our students will strive to apply academic knowledge and understanding to solve the real world issues of the 21st Century. In addition, our students will learn to participate as citizens in a democratic society while learning to understand and accommodate social similarities and differences in order to acquire foundational and specialized skills to succeed in life.

School Vision Statement

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

School Enrollment (School Year 2014-15)

In the 2014-15 school year, Pasadena High School served 1,903 students in grades nine through twelve. The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level

	2012-13	2013-14	2014-15
9th	515	464	479
10th	517	513	475
11th	505	462	488
12th	491	457	461

Enrollment by Student Group

2014-15	
	Percentage
Black or African American	13.3%
American Indian or Alaska Native	0.4%
Asian	3.7%
Filipino	2.6%
Hispanic or Latino	56.9%
Native Hawaiian or Pacific Islander	0.3%
White	19.6%
Two or More Races	3.2%
English Learners	5.9%
Socioeconomically Disadvantaged	68.9%
Students with Disabilities	1.5%
Foster Youth	1.2%

Community & School 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.

In nearly 116 years of existence, the school has maintained an unwavering commitment to providing students with a firm, wide-ranging academic foundation on which to build a successful future. Pasadena High School's ultimate strength lies in its ability to offer a diverse array of programs, services, and instructional methodologies to meet the needs of all students.

Pasadena High School is one of 28 schools in Pasadena Unified School District.

School Attendance (School Year 2014-15)

All academic achievement rests upon positive attendance habits. In addition, school districts receive financial support from the state based on how many students attend class each day. Student attendance at PHS is carefully monitored by the assistant principals and counselors to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Student attendance is carefully monitored and encouraged through a principal's letter of recognition, and the Perfect Attendance Award.

In addition, parents are notified when students miss one or more periods of instruction through automated phone calls home. Parents of students identified as at risk of truancy status are notified by mail and are encouraged to participate in Positive Attendance Behavioral Support processes that include group and individual meetings, School Attendance Review Team Meetings and the coordination of other services. Students exhibiting risk of chronic truancy status are referred to the district's School Attendance Review Board (SARB) when they have persistent attendance and behavior problems and when the normal avenues of classroom, school and district counseling are ineffective.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	69	80	59	615
Without Full Credentials	0	0	2	9
Teaching Outside Subject Area of Competence (with full credential)	2	2	1	5

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	2

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, 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 Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
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%

School Facilities (School Year 2015-16)

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 Gladiss 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.

The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in December 2015.

School Facility Conditions				
Date of Last Inspection: 12/04/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Women's Restroom- Ventilation fan not working. (Work order submitted.)
Interior	X			Snack Bar, I111, I107, I206, H112, Little Theater- Missing ceiling tile. Main Gym Entrance, Girls Gym Hallway, I107, - Floor tiles damaged. Girls Gym Hallway- Stained ceiling tiles. I Bldg Boys restroom- Missing wall tile. I210- Missing section of Base Cove on east wall. H101- Minor water damage to ceiling. H Bldg Boys restroom- Minor ceiling tile damage around light fixture. G211- Wall around outside window is damaged. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			H110- Missing cover plate on ceiling J-box. Library Bookroom, Little Theater- Missing light fixture cover. C102- Electrical outlet loose and falling from wall. (Work orders submitted.)
Restrooms/Fountains	X			I bldg Boys Restroom- Damaged urinal partition. G Bldg. 1st Fl. Girls Restroom- Broken partition stall door. (Work orders submitted).
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			G201- Main door has slight damage. (Work order submitted.)

Textbooks & Instructional Materials (School Year 2015-16)

Pasadena Unified School District held a public hearing on October 30, 2015, and determined that each school within the district has sufficient and good quality textbooks, including instructional materials, texts for Visual and Performing Arts, Health, and Foreign Languages, and science lab equipment, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Additionally, all textbooks and instructional materials used within the district must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in November 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2008	Yes	0.0%
9th-12th	Reading/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%
9th-12th	Science	McDougal Littell	2007	Yes	0.0%
9th-12th	Science	Prentice Hall	2007	Yes	0.0%
9th-12th	Social Science/ History	Holt, Rinehart & Winston	2006	Yes	0.0%
9th-12th	Social Science/ History	McDougal Littell	2006	Yes	0.0%
9th-12th	Social Science/ History	Prentice Hall	2006	Yes	0.0%

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils 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.

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 first 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	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	51	36	44
Mathematics (Grades 3-8 and 11)	30	28	33

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grade eleven.

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: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

California Assessment of Student Performance and Progress - Grade 11													
Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	479	458	95.6	17	31	34	17	455	95	45	25	19	10
Male	479	247	51.6	21	28	34	16	245	51.1	42	22	21	14
Female	479	211	44.1	12	34	35	18	210	43.8	48	29	17	6
Black or African American	479	54	11.3	20	46	22	7	54	11.3	57	26	15	2
American Indian or Alaska Native	479	3	0.6	--	--	--	--	3	0.6	--	--	--	--
Asian	479	19	4	5	11	47	37	18	3.8	6	11	50	33
Filipino	479	15	3.1	--	--	--	--	15	3.1	13	47	27	13
Hispanic or Latino	479	257	53.7	20	37	33	10	256	53.4	52	26	15	7
Native Hawaiian or Pacific Islander	479	2	0.4	--	--	--	--	2	0.4	--	--	--	--
White	479	93	19.4	10	14	41	33	92	19.2	30	22	26	21
Two or More Races	479	11	2.3	--	--	--	--	11	2.3	27	27	27	18
Socioeconomically Disadvantaged	479	307	64.1	20	33	36	10	308	64.3	49	26	18	6
English Learners	479	22	4.6	82	18	0	0	22	4.6	82	18	0	0
Students with Disabilities	479	39	8.1	74	10	10	0	38	7.9	92	3	3	3

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 first 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. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing 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	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	47	47	43	50	52	49	59	60	56

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	49
School	43
African American/Black	50
Asian	70
Hispanic or Latino	32
White	62
Males	47
Females	38
Socioeconomically Disadvantaged	34
English Learners	4
Students with Disabilities	14

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

UC/CSU Course Completion

Students at Pasadena High School are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	99.2%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	51.1%

** Duplicated Count (one student can be enrolled in several courses).*

Workforce Preparation (School Year 2014-15)

Pasadena High School strives to graduate students who are fully capable of making the transition from school to the working world. The school's workforce preparation program includes school-to-work activities through business partnerships in the community, as well as skill-building opportunities through the CTE & Regional Occupation Program (ROP).

Additionally, students at Pasadena High School have the opportunity to join the Creative Arts Media and Design (CAMAD), Law and Public Service (LPS), or App Academy as a College and Career Pathway. Following the 9th grade introductory year, students will be exposed to specific skills and competencies that are required from their chosen field. Students are tasked with creating original work, developing client-based projects, and building confidence and knowledge in that Pathway's field.

Every Pathway has fostered numerous business contacts who serve on their advisory board, which students and teachers work closely with to develop integrated projects that are centered on real life applications for that field.

Pasadena High School addresses the needs of all students, as well as those in career preparation, through professional development, guidance, and counseling from school personnel regarding career paths and courses of study. We offer Web Applications, Graphic Design, Studio Art, Art, Sports Medicine, Foundations of Law 1, 2, & 3, Print Making Occupations (Full Print Shop).

Rosa Valdez is the primary contact for Pasadena Unified School Districts' Career Technical Education (CTE) Committee. The table lists the career preparation courses offered at the school.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Photography				Formal & Informal Teacher Assessment;
American Sign Language				
Sports Medicine				
Graphic Communications Academy	Pasadena High School	All Course Offerings incorporate CTE model Curriculum standards, satisfy the district's graduation requirements, and/or the A-G entrance requirements for the UC/CSU systems.	CTE programs include academic rigor and real world relevance. Courses aligned to CTE and Content standards, All students have the opportunity to develop a career goal	Formal & Informal Teacher Assessment; Student Internships, Advisory Board input
Visual Arts & Design Academy				
Law and Public Service (LPS) Pathway				
Printing Occupations				

Career Technical Education Participation (School Year 2014-15)

This table displays information about participation in the school's Career Technical Education (CTE) programs.

Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)	
Question	Response
How many of the school's pupils participated in CTE programs?	821
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	95%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100%

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, Mathematics, and Physical Education.

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

The California High School Exit Exam is 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 score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement.

The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English/Language Arts and Math separately for the most recent testing period.

CAHSEE By Subject for All Grade Ten Students									
	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	59	52	57	58	37	56	56	37	58
Mathematics	57	50	60	54	38	62	52	37	59

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students District	51	22	27	50	31	19
All Students School	44	27	29	48	34	18
Male	47	30	23	46	35	19
Female	41	23	36	50	34	17
Black or African American	48	23	29	52	33	15
Asian	26	21	53	0	37	63
Hispanic or Latino	48	30	22	52	36	12
White	36	17	47	39	29	33
English Learners	100	0	0	83	13	4
Socioeconomically Disadvantaged	49	29	22	52	34	14
Students with Disabilities	88	9	2	76	19	5

Physical Fitness (School Year 2014-15)

In the spring of each year, Pasadena High School is required by the state to administer a physical fitness test to all ninth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	10.0%	27.0%	52.9%

C. Engagement

State Priority: Parental Involvement

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

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

Parent & Community Involvement (School Year 2015-16)

Parents and the community are very supportive of the educational programs at Pasadena High School. Parents can participate in the Parent Teacher Student Association (PTSA), English Language Advisory Council (ELAC), School Site Council, Boosters, and the Music Club. In addition, PHS is proud to host numerous community, United Teachers of Pasadena, and PUSD events throughout the year.

Numerous local businesses and service organizations support Pasadena High School through donations, volunteerism, and educational support services. As the result of donations from our generous families and community partners the PHS Annual Fund has been applied towards maintaining and enriching academic and athletic programs for students.

Parents reorganized and created two new Boosters, Baseball and Football. Additionally, the second year of PHS Alumni Association is in full swing. We invite the PHS alumni to join us in continuing to form our powerful network aimed at supporting our students.

Contact Information

Parents who wish to participate in Pasadena High School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (626) 396-5880 or email the Principal. Our school's website, www.phs.pasadena.usd, also provides a variety of resources and helpful information. Follow us on Twitter @Pasadena_hs_ca for continuous updates.

State Priority: Pupil Engagement

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

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

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			
	School	District	State
All Students	98.5%	78.2%	84.6%
African American/Black	95.8%	85.3%	76.0%
American Indian or Alaska Native	100.0%	100.0%	78.1%
Asian	100.0%	82.1%	92.6%
Filipino	100.0%	97.1%	96.5%
Hispanic or Latino	100.0%	74.3%	81.3%
White	95.2%	86.4%	89.9%
Two or More Races	84.6%	75.0%	82.8%
English Learners	50.0%	28.7%	50.8%
Socioeconomically Disadvantaged	97.4%	75.9%	81.4%
Students with Disabilities	64.3%	60.2%	61.3%

Dropout & Graduation Rates (Four-Year Cohort Rate)

The school actively works to reduce dropouts through interventions, Alternative Education programs, and Tutorial Programs, which can alleviate the academic frustration that frequently precedes a student dropping out.

The table illustrates the school's 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
School	5.4%	3.6%	3.7%	92.3%	93.8%	93.6%
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%

State Priority: School Climate

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

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

Safe School Plan (School Year 2015-16)

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 October 2015. 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.

Discipline & Climate for Learning

Students at Pasadena High School are guided by specific rules and classroom expectations that promote cooperation, courtesy, and acceptance of others. As part of the Behavioral Response to Intervention Initiative, school wide and classroom rules reflect our core expectations of Safe, Respectful, Responsible and Productive behavior. This supportive and proactive discipline philosophy promotes school safety within warm, friendly classroom environments. The success of our current practice demonstrates that good discipline is a solid foundation on which to build an effective school.

As such, the goal of Pasadena High School's discipline program is to provide students with opportunities to learn self-regulation through the application of consistent rewards and consequences for their behavior.

A strict Student Accountability Attendance and Tardy Policy, as implemented throughout PUSD schools, is having a positive impact in creating a suitable learning environment. A Conflict Resolution Program is in place on campus, with training offered by PUSD CWAS program. The school also utilizes a Leadership Program, supervised by local law enforcement, for students displaying a need for enhanced support and guidance.

Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, assemblies, principal's newsletters, individual student handbooks, and school website.

The table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	8.7%	7.1%	4.9%	0.0%	0.1%	0.0%
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%

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.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a Federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the State academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

The Federal NCLB Act requires that all schools and districts meet the following AYP requirements:

- Participation rate on the State's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the State's standards-based assessments in ELA and Mathematics.
- Graduation rate.

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their District) that have met their AYP, and the former school would be required to provide transportation to the new site. Results of school, District, and State performance are displayed in the chart.

More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	Yes	No	Yes	No	Yes	No
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	No	No	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes		Yes	
Met Graduation Rate	Yes		Yes		Yes	

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		
	School	District
Program Improvement (PI) Status	Not in PI	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 Currently In PI	-	90.9%

School Leadership

Leadership at Pasadena High School is a responsibility shared among district administration, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by the Administrative team, headed by Principal Gilbert Barraza. He brings to the school more than 27 years of experience in education, 12 years as a California Principal. Most recently he was selected as the 2016 Association Pasadena School Administrators Secondary Principal of the year. Additionally, he was featured in the <http://gopublicproject.org/> Documentary.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals.

Opportunities for involvement include: Department Chairs, English Language Advisory Council, Grade-Level Teams, Parent Teacher Student Association (PTSA), Safety Committee, Discipline and Behavior Team, School Leadership Team, School Site Council, and Student Study/504 Plan Team.

Pasadena Unified School District established a cohort of teachers by grade level and by content, which were tasked with developing units that were aligned to the California Common Core State Standards. The district had about one hundred twenty teachers participate in the district's Curriculum Revision Workshops (CRW). Currently, these units are being piloted by teachers district-wide and a separate cohort is charged with making revisions based on feedback from our teachers. Pasadena High School teacher representatives from every content are involved in the development and/or the revision of the district's newly Common Core aligned units. Students will learn 21st Century skills through 21st Century themes, as they become creative writers, fluent readers, and proficient problem solvers.

Literacy is Pasadena High School's number one focus, which applies to all content areas. The Data-Driven School Reform program will generate data that will inform our teachers about the strengths and weaknesses our students possess, which will drive our Professional Development for the year. Each department is encouraged to find two specific areas that relate to literacy, which become the specific goals that department will concentrate on. All the Professional Development the plan to receive must directly relate to one of their two goals.

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.

Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size			Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
13	14	15	13	14	15	13	14	15	13	14	15	
By Subject Area												
English	24	24	28	43	43	19	23	23	29	28	28	27
Math	27	27	30	20	20	15	19	19	11	34	34	27
Science	30	30	29	12	12	10	9	9	12	37	37	16
Social Science	30	30	31	9	9	11	17	17	10	28	28	32

Advanced Placement Classes (School Year 2014-15)

The school's Advanced Placement (AP) program consists of college-level courses in. 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. Courses are offered based on the number of student requests.

Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
	# of Courses
English	1
Foreign Language	3
Mathematics	2
Social Science	10
Totals	16
Percent of Students in AP Courses	0.6%

Counseling & Support Staff (School Year 2014-15)

In addition to academics, staff of Pasadena High School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students and to provide positive supports or refer students to appropriate agencies for increased intervention.

Pasadena High School values the importance of on-site counseling and has procedures in place to ensure that students receive the intervention and coordinated services needed to support academic achievement and social development. Five counselors and a full time school psychologist are devoted to helping students deal with problems and assisting them to reach positive goals. In addition, Hathaway-Sycamores provide school based mental health services to MediCal eligible students in need of additional group or individual counseling support.

The academic counselor-to-pupil ratio is 1:381. The chart displays a list of support services that are offered to students at Pasadena High School. *Note: 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.*

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Bilingual Aide	1	1.0
College Counselor	5	5.0
English Language Development (ELD) Teacher	2	1.6
Health Aide	1	1.0
Librarian	1	1.0
Nurse	1	1.0
ROP Specialist	1	1.0
School Psychologist	1	1.0
Special Day Class (SDC) Teacher	2	2.0
Specialized Academic Instruction (SAI) Teacher	7	7.0
Speech and Language Specialist	1	1.0

The school's English Language Development (ELD) program assists students who are English Learners (EL). PUSD created an EL Master Plan, which provides a guide on how to structure their ELD program. For students who are progressing towards full English proficiency, instruction is delivered in English, within the Structured English Immersion (SEI) program, which mainstreams non-English speakers into regular classes with teachers who have received supplemental training in Specially Designed Academic Instruction Delivered in English (SDAIE) strategies. Furthermore, Academic Reading and Writing and other intensive English acquisition opportunities are available for students assessed with more intensive needs in regards to ELD. This program is primarily conducted by one ELD teacher who has received extensive training in Specially Designed Academic Instruction Delivered in English (SDAIE) strategies. This program also incorporates the use of technology to facilitate instruction through unique programs such as English 3D and Read 180. Finally, an afterschool ELD lab, staffed by credentialed teachers, operates in order to support enrichment. Although primarily designed for EL students, this program is available to all students attending PHS.

Pasadena High School provides a comprehensive special education program to students based on Individual Education Plans (IEP). We currently host two self-contained classes for students with moderate to severe disabilities who benefit from a life skills curriculum. For students with mild to moderate disabilities, PHS offers Specialized Academic Instruction Classes in all core subject areas of Math, Science, Language Arts, and History. In addition, elective credit is available through an Academic Assist class for students who benefit from a daily period of small group and individualized assistance with a special education teacher.

Gifted and Talented Education (GATE) students are clustered into the same classrooms, where they receive enhancement activities along with regular classroom work. GATE students are identified based on test scores and teacher recommendations. In addition,

Academic recovery interventions and tutoring have been implemented to assist at-risk or credit deficient students. Pasadena High School provides additional assistance for students after school, through programs such as Thesys, which are conducted by credentialed teachers. Upward Bound is an additional program on campus that familiarizes students with the UC/CSU systems, arranges college campus tours, and assists students with applying to college and requesting financial aid.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the libraries located in Los Angeles County, which contain numerous computer workstations.

Expenditures & Services Funded (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. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,332
From Supplemental/Restricted Sources	\$1,304
From Basic/Unrestricted Sources	\$5,028
District	
From Basic/Unrestricted Sources	\$4,991
Percentage of Variation between School & District	0.7%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-6.0%

School Site Teacher Salaries (Fiscal Year 2013-14)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$68,570
District	\$70,542
Percentage of Variation	-2.8%
School & State	
All Unified School Districts	\$71,529
Percentage of Variation	-4.1%

Teacher & Administrative Salaries (School Year 2013-14)

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		
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)

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).