

PASADENA HIGH SCHOOL

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PASADENA UNIFIED SCHOOL DISTRICT

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SCHOOL
ACCOUNTABILITY
2015-16 REPORT CARD

SARC INFORMATION

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1st 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage 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.

DISTRICT MISSION STATEMENT

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

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 2015-16 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 Thesys as a credit reclamation program.

Our LEARNS program is the best in all of PUSD with the highest participation numbers among PUSD secondary schools. Common Core State Standards implementation is in progress along with Project Based Learning, Explicit Direct Instruction, and SDAIE intervention strategies. In addition, we have implemented the Parent Portal program which allows parents to view grades, attendance, and to email teachers.

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

COMMUNITY & SCHOOL 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.

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 ENROLLMENT (SCHOOL YEAR 2015-16)

In the 2015-16 school year, Pasadena High School served 1,871 students in grades nine through twelve. The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level

	2013-14	2014-15	2015-16
9th	464	479	420
10th	513	475	518
11th	462	488	455
12th	457	461	478

Enrollment by Student Group

2015-16

	Percentage
Black or African American	12.3%
American Indian or Alaska Native	0.4%
Asian	3.7%
Filipino	2.5%
Hispanic or Latino	58.7%
Native Hawaiian or Pacific Islander	0.4%
White	18.4%
Two or More Races	3.0%
EL Students	5.8%
Socioeconomically Disadvantaged	63.7%
Students with Disabilities	11.4%
Foster Youth	1.5%

SCHOOL ATTENDANCE (SCHOOL YEAR 2015-16)

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.

SCHOOL FACILITIES (SCHOOL YEAR 2016-17)

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.

The chart displays the results of the most recent facilities inspection at the school. Facilities information was collected in January 2017.

School Facility Conditions				
Date of Last Inspection: 11/21/2016				
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			
Interior		X		Snack Bar: Missing ceiling tile. A Bldg. Register's Office: Window blinds missing on one window. A Bldg. Rm 202: Small hole in plaster East wall. A Bldg. Rm 208: Formica damaged on counter top. A Bldg. West Stairwell: Plaster damage on the east side of stairwell. A Bldg Rm 101 B: Damage floor tile. A Bldg. Rm 207: Broken cabinet drawer on West wall. A Bldg. Rm 201: Stained ceiling tile, minor plaster damage on wall. D Bldg. Library: Damage plaster on ceiling. Auditorium Boys Dressing Rm: 3 ceiling tiles missing. Auditorium Girls Dressing Rm: 2 Stained ceiling tiles. I Bldg. Rm 108: Back wall have plaster damage. I Bldg. Rm 103: Paint touch of needed on East wall under whiteboard. I Bldg. Rm 107: Ceiling tiles missing. I Bldg. Rm 111: Ceiling tiles missing. H Bldg. Rm 209: Ceiling tile and storage room missing. H Bldg. Rm 101: Stained ceiling tile. G Bldg. Rm 201: Plaster damage around electrical outlet East wall. G Bldg. Rm 211: Plaster damage on East wall. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			A Bldg. Rm 111: Electrical outlet damaged on South East corner. A Bldg. Rm 202: Electrical outlet damaged. A Bldg. Rm 208: Electrical outlet damaged. A Bldg. Rm 211: Light fixture cover missing. H Bldg. Rm 112: Electrical outlet broken. (Work orders submitted.)
Restrooms/Fountains		X		A Bldg. Principals Restroom: Soap dispenser needs replacing. A Bldg. Rm 101 Nurse's Restroom: Soap dispenser needs replacing. Auditorium Boys Restroom: Missing soap dispenser. H Bldg. Boys Restroom: Soap dispenser missing. E Bldg. 2nd floor men staff restroom: Soap dispenser missing. E Bldg. 1st floor boys restroom: Hand dryer not working. (Work orders submitted.)
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			D Bldg. Library Office: Door out of adjustment difficult to open. Auditorium Projection Rm: Glass missing from window. I Bldg. Rm 104 workroom: Door needs adjustment difficult to open and close. H Bldg. Rm 212: East door out of adjustment difficult opening and closing. G Bldg. Rm 103: Door jam repair on storage room door. (Work orders submitted.)

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.

TEXTBOOKS & INSTRUCTIONAL MATERIALS (SCHOOL YEAR 2016-17)

Pasadena Unified School District held a public hearing on September 22, 2016, 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 December 2016 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%

TEACHER ASSIGNMENT

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

Teacher Credential Status				
	School			District
	14-15	15-16	16-17	16-17
Fully Credentialed	80	59	61	674
Without Full Credentials	0	2	0	3
Teaching Outside Subject Area of Competence (with full credential)	2	0	0	0

TEACHER MISASSIGNMENTS & VACANCIES

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			
	14-15	15-16	16-17
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	2	2

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.

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

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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) for the past two school years, and Science (grades 5, 8, and 10) for the past three school years.

California Assessment of Student Performance and Progress									
Subject	Percent of Students Meeting or Exceeding the State Standards								
	School			District			State		
	2014	2015	2016	2014	2015	2016	2014	2015	2016
English Language Arts/Literacy (Grades 3-8 and 11)	--	52	57	--	37	42	--	44	48
Mathematics (Grades 3-8 and 11)	--	30	33	--	29	30	--	34	36
Science (Grades 5, 8, and 10)	47	43	42	52	49	45	60	56	54

The following tables display information on student achievement by student groups for the school in ELA and Mathematics for grades three through eight and eleven.

California Assessment of Student Performance and Progress - Grade 11							
Student Groups	English-Language Arts				Mathematics		
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	427	419	98.13	57.18	418	97.89	33.09
Male	224	220	98.21	54.79	220	98.21	36.07
Female	203	199	98.03	59.8	198	97.54	29.8
Black or African American	48	46	95.83	43.48	46	95.83	21.74
Asian	23	23	100	60.87	23	100	60.87
Hispanic or Latino	249	244	97.99	51.85	243	97.59	26.86
White	78	77	98.72	77.92	77	98.72	46.75
Tow or More Races	19	19	100	63.16	19	100	36.84
Socioeconomically Disadvantaged	296	290	97.97	51.56	290	97.97	28.03
English Learners	18	18	100	5.56	18	100	5.56
Students with Disabilities	49	45	91.84	13.33	44	89.8	4.55

The following table displays schoolwide data for all students who took the Science assessment in grades five, eight, and/or ten, broken down by student group.

California Assessment of Student Performance and Progress - Science				
Student Groups	Science			
	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	496	464	93.55	41.81
Male	249	234	93.98	43.16
Female	247	230	93.12	40.43
Black or African American	68	64	94.12	32.81
Asian	18	16	88.89	75
Filipino	12	12	100	41.67
Hispanic or Latino	295	274	92.88	33.21
White	84	81	96.43	67.9
Tow or More Races	11	11	100	72.73
Socioeconomically Disadvantaged	307	284	92.51	32.39
English Learners	32	29	90.63	3.45
Students with Disabilities	52	49	94.23	16.33

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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

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

UC/CSU COURSE COMPLETION

Students are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C' each semester.

UC/CSU Course Enrollment	
	Percentage
Students Enrolled in Courses Required for UC/CSU Admission (2015-16)	99.6%
Graduates Who Completed All Courses Required for UC/ CSU Admission (2014-15)	52.4%
* Duplicated Count (one student can be enrolled in several courses).	

WORKFORCE PREPARATION (SCHOOL YEAR 2015-16)

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). 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
Web Application Development 1	Pasadena High	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. Each course is aligned to CTE and content standards. All students have the opportunity to develop career goals.	Courses are evaluated via: advisory board input, CTE and A-G guidelines and standards
Web Application Development 2				
Web Application Development 3				
Business Information Technology 25				
Graphic Design 1				
Graphic Design 2				
Print Making Occupations				
Photo Advanced				
Photography				
Portfolio Development				
Studio Art 1				
Studio Art 2				
Sports Medicine				
Fundamentals of Law 1				
Fundamentals of Law 2				
Fundamentals of Law 3				
Fundamentals of Law 4				
Computer Applications				
American Sign Language 1				
American Sign Language 2				

CAREER TECHNICAL EDUCATION PARTICIPATION (SCHOOL YEAR 2015-16)

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?	622
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	97.4%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0%

STATE PRIORITY: OTHER PUPIL OUTCOMES

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

- Pupil outcomes in the subject area of physical education

PHYSICAL FITNESS (SCHOOL YEAR 2015-16)

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 2015-16			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	11.6%	26.3%	40.7%

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 2016-17)

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 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			
	School	District	State
All Students	95.2%	77%	85.7%
African American/Black	81.9%	87.2%	76.9%
American Indian or Alaska Native	100.0%	100.0%	74.9%
Asian	100.0%	100.0%	92.8%
Filipino	100.0%	70.6%	96.8%
Hispanic or Latino	93.0%	67.7%	84.5%
White	99.0%	100.0%	87.2%
Two or More Races	100.0%	100.0%	91.4%
English Learners	100.0%	49.1%	50.9%
Socioeconomically Disadvantaged	91.0%	69.2%	76.6%
Students with Disabilities	100.0%	93.0%	68.4%

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 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
School	3.6%	3.7%	4.3%	93.8%	93.6%	93.1%
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%

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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16
School	7.10	4.92	4.48	0.05	0.00	0.00
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

SAFE SCHOOL PLAN (SCHOOL YEAR 2016-15)

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 2016. Key elements of the Safety Plan focus on ADA compliant accessibility of all facilities. To help achieve this goal, elevators are fully functional. The school is fully compliant with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. In addition, fire, earthquake, and disaster drills are conducted on a semester basis throughout the school year.

D. OTHER SARC INFORMATION

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

FEDERAL INTERVENTION PROGRAM (SCHOOL YEAR 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/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	-	Year 3
# of Title I Schools Currently In PI	-	20
% of Title I Schools Currently In PI	-	83.3%

SCHOOL LEADERSHIP

Leadership at Pasadena High School is a responsibility shared among district administration, instructional staff, students, and parents. Principal Robert Hernandez joined the school in the fall of 2016.

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.

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					
	14	15	16	14	15	16	14	15	16	14	15	16
By Subject Area												
English	27	28	27	24	19	13	23	29	30	28	27	22
Mathematics	30	30	25	15	15	16	14	11	28	32	27	19
Science	31	29	27	7	10	10	19	12	29	28	16	17
Social Science	29	31	25	7	11	9	26	10	22	19	32	18

ADVANCED PLACEMENT CLASSES (SCHOOL YEAR 2015-16)

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, Physics 2, 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	4
Foreign Language	4
Mathematics	6
Science	12
Social Science	6
Totals	32
Percent of Students in AP Courses	31.0%

COUNSELING & SUPPORT STAFF (SCHOOL YEAR 2015-16)

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 1:374. 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.*

	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.

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

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 2014-15)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2014-15 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,231
From Supplemental/Restricted Sources	\$1,102
From Basic/Unrestricted Sources	\$5,129
District	
From Basic/Unrestricted Sources	\$5,198
Percentage of Variation between School & District	-1.3%
State	
From Basic/Unrestricted Sources	\$5,677
Percentage of Variation between School & State	-9.7%

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>.

SCHOOL SITE TEACHER SALARIES (FISCAL YEAR 2014-15)

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	\$60,196
District	\$69,578
Percentage of Variation	-13.5%
School & State	
All Unified School Districts	\$74,216
Percentage of Variation	-18.9%

TEACHER & ADMINISTRATIVE SALARIES (SCHOOL 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)

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).