

PASADENA HIGH SCHOOL SELF-STUDY REPORT

2925 East Sierra Madre Boulevard Pasadena, CA 91107

Pasadena Unified School District

September 13-15, 2021

ACS WASC/CDE Focus on Learning Accreditation Manual, 2019 Edition (2020–2021 SY Visits)

TABLE OF CONTENTS

<u>Preface</u>	5
Chapter I: Progress Report	18
Chapter II: Student/Community Profile and Supporting Data and Findings	30
Chapter III: Self-Study Findings	85
A: Organization: Vision and Purpose, Governance, Leadership, Staff,	
and Resources	86
B: Curriculum	102
C: Learning and Teaching	111
D: Assessment and Accountability	118
E: School Culture and Support for Student Personal, Social-Emotional, and	
Academic Growth	125
F: Prioritized Areas of Growth Needs from Categories A through E	134
Chapter IV: Summary from Analysis of Identified Major Student Learning Needs	135
Chapter V: Schoolwide Action Plan/SPSA	142
Appendices	151



Preface

The Self-Study Process

Pasadena High School prepared for its WASC review by developing focus groups that reflected the diversity and expertise of content areas. These focus groups were comprised of content teachers, department chairs, administrators, and school support staff. Initial meetings of focus groups included revisiting the WASC Visiting Committee recommendations from the 2015 Self-Study Visit, recommendations from the 2018 Midcycle Visiting Committee, and the 2019 one-day follow-up visit. Focus groups examined the school's mission, vision, and the Pasadena Unified School District (PUSD) Graduate Profile, our Student Learner Outcomes (SLOs). Due to the coronavirus pandemic, the initial April 2021 visit was postponed to September 2021. As a result of this, all focus group meetings were held virtually for the remainder of the 2019-2020 school year and for the entire 2020-2021 school year.

The involvement and collaboration of all staff and other stakeholders to support student achievement:

The involvement and collaboration of school staff and stakeholders were critical to the Pasadena High School self-study process. Focus groups met monthly during designated staff meeting time (A Mondays), where feedback and input were shared with respect to their focus group. Meetings rotated between focus groups and content-specific meetings in order to provide additional information based upon input or inquiries put forth by the home focus groups. Stakeholders utilized a variety of tools such as Google Docs, Google Forms, and Google Sheets to help organize information, respond to questions and surveys, and collaborate through the self-study process.

With the implementation of the PUSD Senior Portfolio and Defense graduation requirement, students collect learning artifacts throughout their four years. This includes a research paper, reflection paper, and presentation, or defense, of their experiences and a reflection of how they will apply their learning in the future. As a result, there has been increased emphasis on developing academic writing and research skills. English teachers have implemented Writer's Workshop in order to provide a more personalized approach to improving writing. Staff meeting time and pullout days have allowed for teachers to calibrate writing, observe colleagues, and reflect upon teaching practices and next steps in an effort to improve teaching and student learning. Teachers have developed common formative and summative assessments to monitor student achievement and inform instruction.

Parents and families of students were encouraged to participate in the self-study process through the following: School Site Council, Parent Teacher Student Association (PTSA) meetings, and English Language Advisory Committee (ELAC) meetings. Parents were informed of the Self-Study process and updated on the progress. Parents were able to provide feedback and families unable to attend provided feedback through surveys.

(Students) Student input was gathered through meetings, surveys, and feedback. Input was collected through student responses in School Site Council meetings, board representatives, and Associated Student Body (ASB) meetings. PHS students also participated in a district-wide student think tank during the 2020-21 school year and have presented findings and suggestions on how to improve equitable outcomes for students.

The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes/graduate profile and academic standards

In 2014, the Pasadena Unified School District (PUSD) school board voted to implement a Senior Portfolio and Defense graduation requirement for all students upon graduation, beginning with the Class of 2019. Since our last self-study, we have aligned our Student Learner Outcomes to reflect the PUSD Graduate Profile. Our goal is to enhance student competencies such as critical thinking, becoming an effective communicator in multiple modalities, develop creative skills that will enable them to problem solve, and learn to collaborate through various

academic and extracurricular opportunities. These skills will enable students to be prepared for college and career into the 21st Century.

Students receive opportunities to develop their skills and knowledge base through the Common Core State Standards in academic courses. English courses have utilized EngageNY's curriculum in an effort to expose students to a variety of diverse texts and increase exposure to expository texts. Upper level English courses have utilized the California State University Expository Reading and Writing (ERWC) curriculum. English courses have implemented Lucy Calkins' Common Core Writing Workshop as a means of developing student writing. Science teachers have implemented STEMscopes, and Mathematics teachers have utilized the Carnegie Learning curriculum to develop a stronger integrated math program for our students.

The analysis of the California Dashboard indicators and additional data about students and student achievement

Each summer, the Instructional Leadership Team and administration meet to discuss the previous year's data and determine needs for students and professional development needs for teachers in order to ensure this happens. This priority of student needs is reflected in the professional development calendar for the school year, the school's master schedule and course offerings, and is written into our Single Plan for Student Achievement (SPSA). The School Site Council also examines the California Dashboard indicators and discusses how to better support improvements and how to allocate funds and resources that will support these actions. Department chairs will also present updates to our School Site Council and outline any needs that may arise through the school year.

Significant improvement was made in 2019, as 53.3% of all students met or exceeded the standards for the ELA CAASPP exam. This was an improvement 22.2 points from the previous year and 3.3 above the standard. As a result of this performance, the school was designated as "green" as a result of this improvement. One area of increased performance was with respect to literary texts and this could be attributed to a strong emphasis on literary texts throughout grades 9-12 in the English department. One area of identified improvement is with respect to expository texts, which has been addressed with the implementation of the EngageNY curriculum. Additionally, teachers utilized pullout days to meet with colleagues to calibrate writing assignments and develop next steps based upon findings from this activity.

With respect to the Mathematics CAASPP exam, 26.17% of students met or exceeded the standard. This was a decline of 10 points from the 2018 CAASPP administration, resulting in a designated orange color. While there has been improvement with respect to coherence among the department and implementation of the Carnegie Learning curriculum, guided planning sessions and development of common assessments will need to continue to ensure progress is made. Conversations have also been initiated at the district level to examine math performance and preparedness of students to successfully matriculate and complete higher level mathematics courses to make them more competitive in gaining college admissions.

English Learners at PHS exceeded the state percentage identified as making progress, with 54.8% of students advancing toward English proficiency. However, in comparison to the previous year, the school received a low performance level designation. The progress of students is attributed to the efforts of our Instructional Coach, who works with our Bilingual Clerk and Bilingual Classroom Aide, in conducting ongoing conferences with students. These conferences include a grade and attendance check as well as personalized plans for growth that include tutorials in core subject areas. The Clerk communicates with parents and helps to translate any parent meetings if necessary. Our Classroom Aide spends the majority of their time supporting English Learners in Mathematics and Science courses, as these were courses identified during data analysis that students had the most difficulty with.

The assessment of the entire school program and its impact on student learning in relation to the schoolwide learner outcomes/graduate profile, academic standards, and ACS WASC/CDE criteria

Faculty and staff were assigned or selected focus groups that they could contribute to or lend expertise. There was an effort made to ensure that there was diversity and representation in each focus group, with administrators, department chairs, classified employees, and certificated employees in each group. Parents and students had opportunities to provide input through meetings and surveys throughout the school year. Given the challenges that the pandemic has presented, awareness and discussion of the WASC Self-Study was discussed and mentioned at events throughout the school year.

The alignment of a schoolwide action plan/SPSA to the LCAP and the school's areas of need; the capacity to implement and monitor the accomplishment of the schoolwide action plan/SPSA goals.

During the development of the Single Plan for Student Achievement, our SSC utilizes the LCAP and has identified the following action items: increasing college and career readiness through the performance on the English and Mathematics CAASPP exams; improving English proficiency outcomes for all English learners; increasing the number of students enrolling into and successfully earning college credit through Advanced Placement courses and Pasadena City College courses, enhancing safety and wellbeing supports for all students, and forging stronger partnerships with our families and school communities. In addition to these goals, we also focus on cultivating student skills with respect to collaboration, communication, college and career readiness, and critical thinking to prepare our students for their endeavors after graduation.

WASC Visiting Committee

Visiting Committee Chair

Mr. Oscar Luna, Principal

Visiting Committee Members

Ms. Julie Santoyo, Counselor Ernest Righetti High School

Ms. Mary Keck, Math/AVID Teacher, Math Department Chair Yucca Valley High School

Ms. Erica Starks, Special Education Teacher/Coordinator Los Altos High School

Ms. Nancy Noyer, Principal Victor Valley High School

Ms. Gina Cogswell, Title I Coordinator Olive Vista Middle School

PUSD School District

Scott Phelps, Board President

Dr. Elizabeth Pomeroy, Vice President

Michelle Richardson Bailey, Board Member

Kimberly Kenne, Board Member

Jennifer Hall Lee, Board Member

Patrick Cahalan, Board Member

Tina Fredericks, Board Member

District Administration

Dr. Brian McDonald, Superintendent

Dr. Elizabeth Blanco, Chief Academic Officer

Dr. Leslie Barnes, Chief Budget Officer

Dr. Steve Miller, Chief Human Resources Officer

Mr. Tendaji Jamal, Chief Technology Officer

Dr. Julianne Reynoso, Assistant Superintendent, Department of Student Wellness and Supports

Ms. Helen Hill, Assistant Superintendent, Department of Curriculum, Instruction, and Professional Development

Dr. Trudell Skinner, Senior Director of K-12 Schools

PHS Leadership

Robert Hernandez, Principal

Raymond Cross, Assistant Principal

Vivian Huang, Assistant Principal

Jennifer Pringle, Assistant Principal

Randyl Barrozo, Counselor

Minh Tran, Counselor

Veronica Mentar, Counselor

Elena Silverstein, Counselor

Jesus Perez, Counselor

Wendy Castillo, School Psychologist

Karina Reyes, School Psychologist

John Lynch, Community Schools Specialist (LACOE)

Department Chairs

Israel Arauz, English

Leila Woodbey, Mathematics

Kevin Crawford, Mathematics

Jonathan Gardner, Science, WASC Chairperson

Matt Smith, Social Studies

Dr. Richard Chung, Special Education

Todd Dirks, Electives

A: Organization

Bertha Aguilar Garcia CTE
Ann Boyles CTE

Dr. Richard Chung Special Education

Jonathan Gardner Science

Lori HallWorld LanguagesDerek JonesSpecial EducationTerry RuddySocial Studies

Jacob ArchuletaCTETiffany CarpenterCTELisa CollinsNurse

Elaine Gomez Office Manager

Dieanna HarperEnglishErica LinaresCounselorKevin WoodScienceKarla AyalaSpanishElizabeth ChampionRegistrar

Scott Eaton Social Studies
Starr Gomez English, Drama

Alexander Jazyk English
Deborah Orret CTE

B: Curriculum

Israel Arauz English
Dr. Zeudi Bernardo CTE

Neil Esser Mathematics

James Langley Physical Education

Gregory Ohlson Social Studies
Jeffrey Salmon Social Studies

Dr. Ben Taylor Science
Dr. Roger Baar Science

Kevin Crawford Mathematics

Mayte Hernandez English
Joy Lendsey English
Seth Pettit Librarian
Lee Simoes CTE

Richard Basgall Special Education

Johanna Amaya Dominguez Mathematics

Claire Hoffman Science
Teresa Martinez Counselor
Marissa Quiroz Drama

Matthew Smith Social Studies

C: Instruction

Stacy Andrews Mathematics

Anthony Brooks
Physical Education
Benjamin Garcia
Special Education
World Languages
Norma Ohlson
World Languages
Ivan Stacey
Social Studies

Jo Anne Yoon English

Noemi Barragan Mathematics
Jose Carcido Social Studies

Natalie Gomez Science

Hannah Kang Special Education

Dr. Anne Rardin Fine Arts
Minh Tran Counselor
Janelle Beck Mathematics

Lourdes Commons Special Education Sherida Hendrix World Languages

Alisha Schloesser English

Brashawn Washington Mathematics

D: Assessment

Colleen Allen English
Candice Cauley CTE

Amanda Hillig Fine Arts

Marian Pena Mathematics

Manuel Ruiz, Jr. Special Education
Irina Shlykava Special Education
Annie Wang World Languages

Randyl Barrozo Counselor
Kyle Chapman Mathematics
Benjamin Lambert Science

Maria Perez Community Assistant
Nidia Salazar World Languages
Jason Taylor Mathematics
Leila Woodbey Mathematics

Melody Cardenas Special Education
Ruihan He World Languages
Osvaldo Mejia Mathematics

Karina Reyes School Psychologist
Carolina Sandoval Special Education
John Van Ackren Mathematics

E: Culture

Daniel Adams Fine Arts

Ryan Dahlstrom Special Education

Luis Gomez-Serrano Science

Jose Herrera Mathematics
William Jenkins Social Studies
Arturo Munoz Counselor
Dylan Rupel Mathematics

Jessica Ting Special Education

Mark Atamian Science
Todd Dirks Fine Arts
Alicia Gorecki CTE
Rachel Jacalone Science

Kyle Michealsen Social Studies

Lauren Radclliff Senior Clerk Typist

Janet Silverman English Ernesto Vazquez Science

Diana Costa ASB Bookkeeper

David Flores English/Social Studies

Jennifer Hambarsumain English

Jennie Jacobsen-Huse Physical Education

Dwayne Miller Special Education

Lorena Ramirez Attendance Senior Clerk

Hillary Temple Fine Arts/Physical Education

Student Focus Groups

Preston Reynolds Daniela Sanchez Angel de Jesus Rodriguez Seidy Bucio

Parent Focus Groups

Arlette Alvarado
Lourdes de la Torre
Danielle Edell
Dr. Julie Flad
Gabriela Rodriguez
Leigh Gluck



Chapter I: Progress Report

Significant Developments

In March of 2020, our school immediately began preparations in the event a dismissal occurred by ensuring that teachers all had current PowerSchool Learning pages. This action was taken in order to provide a virtual avenue of continuing instruction in anticipation of any disruption. The Los Angeles County Office of Education (LACOE) announced the closure of schools for two weeks on March 13, 2020. Teachers prepared asynchronous lessons for students while attending district professional development to prepare to teach courses remotely. PHS ended the 2019-20 school year remotely and resumed remote learning for the 2020-2021 school year. We were very fortunate to have all of our teachers online and provided frequent communication to keep our school community updated on any actions. This disruption impacted many of our end of year celebrations such as graduation, prom, awards assembly, and returning school materials. We also realized to a greater degree the level of inequity among our student body, as students struggled with continuous internet access that enabled them to access courses. As a result of this, we saw students and families struggling to stay on top of academic commitments or not having the ability to access additional support.

We welcomed students back to campus in April 2021 in a hybrid remote learning environment. We had roughly a third of our students who elected to return to in-person instruction. We were able to distribute internet hotspots to help alleviate this stressor, but the presence of technology hurdles persisted through the pandemic. Upon reflection, we were fortunate and prepared in many aspects as it pertained to technology, mental health support, and assistance for families impacted economically by the pandemic. Since the last full self-study visit, our campus has taken action in providing support, programs, and growing as a campus in an effort to provide a more equitable and accessible program for all our students to maximize potential and opportunities after graduation.

School Personnel

Since the April 2015 visit, there have been several changes to the school leadership team. A new principal joined Pasadena High School in the 2016-2017 school year. In addition to this, two PUSD assistant principals were named to positions at PHS. The impact of these administrative changes was documented in the Mid-cycle Visit, with the visiting committee commenting on the increased level of trust among the faculty, staff, and administration. New administrators have come with backgrounds in Special Education, Academics, and Support Services and this has proved to enhance the leadership in gaining perspectives from different campuses as well as expertise in Special Education. Within our counseling department, district allocations shifted from five full-time counselors to 4.5 for the 2019-2020 school year.

With respect to classroom teachers, 42 of the 79 teachers that participated in the 2015 WASC Self-Study are currently on staff. As a result of increased student interest, additional sections of the elective courses Film History and Drama were added to the master schedule. There has also been an increase in students taking Advanced Placement (AP) courses. Since the last WASC visit, there has been an expansion in the number of AP courses offered including the following courses: AP Mandarin, AP Physics C, AP Physics 2, and AP Computer Science Principles.

IMPACT: Increased trust among faculty, staff, and administration. Increased course offerings based upon student interest and increased numbers of students enrolling in AP courses and earning a 3 or higher on AP assessments.

Assessment

As California shifted standardized testing to the CAASPP, our teachers have utilized a combination of data sets to help gauge student progress. These exams include the CAASPP test results from eighth grade, PSAT exam results from tenth and eleventh grade, and any PSAT 9 exam results available. Our teachers have also used results from each target area to inform practice and determine which areas will require additional instruction or practice and areas that we are progressing on.

IMPACT: Shift toward common formative assessments, data analysis of different assessments to determine areas of improvement with respect to instruction

Curriculum and Instruction

Our mathematics courses shifted to utilizing the Carnegie Learning curriculum for our Integrated Math pathways. Teachers are also transitioning to include more cooperative learning time for students as this is how the curriculum has been designed. This allows students to wrestle with concepts while simultaneously building critical thinking skills and collaborative working skills. English and Social Studies courses have not had a formal district textbook adoption in over ten years, respectively. Despite this, teachers have developed updated resources aligned with Common Core State Standards. English teachers have used a combination of Engage NY's curriculum in an effort to expose students to a variety of diverse texts and increase exposure to expository texts. Upper level English courses have utilized the California State University Expository Reading and Writing (ERWC) curriculum. English courses have implemented Lucy Calkins' Common Core Writing Workshop as a means of developing student writing. Our district adopted a revised science pathway for high school students that went into effect for the 2018-2019 school year. Students started with Conceptual Physics in ninth grade, Chemistry in tenth grade, and Biology in eleventh grade. Social Science and History courses have worked on developing a research project into courses in tenth and eleventh grade that students use to fulfill the research paper requirement of the PUSD Graduate Portfolio and Defense.

IMPACT: Vertical coherence among courses to ensure students are prepared for sequential, demanding courses, continued improvement of communication, collaborative skills as it pertains to the PUSD Graduate Profile

Technology

PUSD moved to a 1:1 Technology Program in the Spring of 2018, an initiative that resulted in the distribution of Chromebooks for each secondary student in the district. All students received and were expected to have them for courses. Since the creation of the "#techleader" position throughout the district, PHS now has four content teachers who have been selected to receive extra training from the Pasadena Unified School District technology coaches. These teachers have piloted new initiatives and have provided teachers with training in innovative technology applications during "A Day" professional development, after school, during conference periods and as needed. These opportunities to share and learn about learning technology lessened the anxiety when we shifted to remote learning during the COVID pandemic. Many departments were already implementing technology to various degrees in their classrooms. Students were familiar with Google Classroom and with the Google Applications for Education suite. Many procedures ranging from selecting courses to submitting applications and letters of recommendations for colleges had already been transitioned to an electronic format. Students also have unlimited access to tutorial support for courses through the Paper application, a service provided to all PUSD students.

IMPACT: Accessibility to courses and supports, opportunities to increase collaborative skills and executive functioning skills through virtual applications

Graduate Portfolio and Defense

In 2014, the PUSD school board voted to implement a Senior Portfolio and Defense graduation requirement for all students upon graduation, beginning with the Class of 2019. In one part of the provision, students would create a portfolio of work samples demonstrating their competency in research, creativity and innovation, and written communication in the form of a reflection paper. The final part of this required students to present their learning orally to panelists. The change initiative emerged based on a revised graduate profile that included specific outcomes with measurable goals and the identification that students had inequitable opportunities in research skills, creativity, and written communication. During the 2018-2019 school year, teachers and campus leadership worked collaboratively to develop structures to ensure students completed the research paper component, the reflection paper, and prepared to defend their learning via an oral presentation. Campus personnel also identified, trained, and assembled the panels of teachers, staff, and community volunteers to evaluate and listen to student presentations for the senior defense component. This requirement was modified for the Class of 2020 and was optional for Class of 2021 due to the impact the pandemic had on learning opportunities, guidance with respect to writing research and reflection papers, and opportunities to fulfill the community service requirement. There remains room for improvement to ensure that all students have ample opportunity to engage in performance assessments and tasks that strengthen students' skills in research, creativity, innovation, and oral presentation.

IMPACT: More opportunities for students to reflect on learning, focus on research writing with collaboration between English and History courses, students provided opportunities for community service.

College & Career Readiness

In the Spring of 2019 and Winter of 2020, PHS was invited to attend sessions of the CARPE Network, a college access network of southern California high schools. These opportunities provided time for administrators, counselors, and our college access partner, College Access Plan (CAP), to discuss current action items to increase matriculation for Black, Latinx, and low-income students. This resulted in modifications to our SPSA strategies around college and career readiness. Beginning in the 2019-2020 school year, counselors and CAP worked collaboratively to offer multiple evening sessions for families to receive support in completing the FAFSA. Senior English teachers also allocated time for counselors and partners to speak to students about the application process at targeted times throughout the school year.

CAP has continued to offer support in the way of free SAT preparation courses for students, providing free counseling and guidance for families in completing the FAFSA, and work to support the efforts of school counselors. With the announcement of UC system schools halting the SAT as a requirement for entrance, CAP will revise efforts to include more emphasis on other aspects of the college admission process as part of their afterschool program.

One area that has remained challenging with respect to college and career readiness has been the percentage of students meeting the a-g requirement to be eligible for UC and CSU schools. Inquiry into this revealed that many students failed to meet this requirement due to unsuccessful completion of courses or retaking courses from their freshmen and sophomore years. As a result of this, PHS applied and was accepted to be part of the Building Assets Reducing Risk (BARR) program. The BARR program specifically targets the transition into ninth grade by implementing strategies to help teachers build better relationships with students through a cohort model and build a supportive foundation for students. PHS was in year one for the 2020-2021 school year and had mixed success with the implementation of this initiative. However, feedback from students and teachers show promise in the ability to engage and give students an opportunity to connect and be a part of the school.

IMPACT: Despite the obstacles brought on by the pandemic with limited interactions, PHS saw a 16.24% growth

in students completing the FAFSA for the 2019-2020 and the 2020-2021 school years. There has also been a closer examination at barriers that prevent students to meet UC/CSU 'a-g' requirements to determine next steps with additional support for mathematics and science courses.

Community Schools Initiative

Beginning with the 2019-2020 school year, PHS became a part of the LACOE Community Schools Initiative. Through the work of our Community Schools Specialist, we have been able to leverage community resources to better serve our students and families.

IMPACT: Through Community Schools, students have received additional support through a Wellbeing Center staffed with mental health and health counselors from the Los Angeles Department of Health. Students are able to drop-in throughout the day and all visits are confidential. Students are able to connect with additional community resources as a result of this. Kaiser Permanente provided sessions on mental health and wellbeing to students through physical education classes during the 2020-21 school year. Additional support has been provided to families in the way of securing groceries, assisting with utility payments and rent relief for families through the securing of grants and funding from community partnerships.

COVID-19

In March of 2020, Pasadena Unified School District informed our school community of the potential of a school dismissal due to the novel Coronavirus and possible spread. Our school immediately began preparations in the event a dismissal occurred by ensuring that teachers all had current PowerSchool Learning pages in which they could organize their content and communicate with students and families. The Los Angeles County Office of Education (LACOE) announced the closure of schools for two weeks on March 13, 2020. Teachers prepared asynchronous lessons for students while attending district professional development to prepare to teach courses remotely. PHS ended the 2019-20 school year remotely and resumed remote learning for the 2020-2021 school year.

We welcomed students back to campus in April 2021 in a hybrid remote learning environment. We had roughly a third of our students who elected to return to in-person instruction. Students were divided into two cohorts, with students attending two days a week and all students engaged in a remote learning day on Mondays. Like many school districts across the country, many of the inequities our students faced were exacerbated by the pandemic. Families had difficulty accessing courses due to limited or no internet access. We were able to distribute internet hotspots to help alleviate this stressor, but the presence of technology hurdles persisted through the pandemic. Upon reflection, we were fortunate and prepared in many aspects as it pertained to technology, mental health support, and assistance for families impacted economically by the pandemic. We will discuss our response to the pandemic in the sections that follow as well as how this will influence our action plan over the course of the next six years.

Implementation & Monitoring of the Schoolwide Action Plan/SPSA & Alignment with LCAP goals.

School Site Council, PTSA, ELAC, and the Instructional Leadership Team (ILT) provide guidance with respect to the implementation and monitoring of the Schoolwide Action Plan and its alignment with the SPSA. Each school year, the School Site Council reviews student performance data and examines the effectiveness of strategies that have been implemented. There is still a need for improvement and consistency with respect to monitoring and analyzing data.

Summarize progress on each section of the current schoolwide action plan/SPSA that incorporated all schoolwide critical areas (growth areas for continuous improvement) from the last full self-study and all intervening visits.

The following schoolwide critical areas were identified in the last full self-study in 2015 and additional critical areas from the 2018 mid-cycle visit. The section that follows is organized according to each SPSA goal and the progress toward each of these critical areas.

WASC Major Recommendations/Action Plan (2015)

- 1. School administration and faculty identify evidence to show that staff development in place is having a positive effect on student learning.
- 2. That the administration and faculty develop data driven protocols to review and collaborate around curriculum, assessments, instructional strategies, and professional development with a focus on improving student achievement through Common Core Curriculum.
- 3. That the administration provides collaborative time for teachers to plan, implement, and assess common curriculum.
- 4. That all stakeholders, including parents and students, need to be involved in the WASC process.
- 5. School administration and faculty implement a writing across the curriculum program.
- 6. Faculty and staff participate in WASC Process and take the process more seriously.
- 7. The administration and faculty develop a consistent practice that adequately identifies and supports academically at risk students as part of the instructional program.
- 8. The administration, faculty, and students consistently enforce the discipline plan (security, attendance, safe and orderly campus).
- 9. That the administration build trust and increase staff morale.

ACS WASC Mid-cycle Visiting Committee Recommendations (2018)

- 1. Identify and implement an instructional focus with connecting practices that engage students in higher levels of rigor with a continuous cycle of improvement.
- 2. Align professional development to the instructional focus that will ensure implementation, effectiveness, and impact on student achievement
- 3. Create a technology plan that promotes the selected instructional focus and higher depths of knowledge. Continue to refine and formalize the structures that allow for vertical alignment in all departments.
- 4. Evaluate the roadblocks to increasing A-G completion rates and develop a plan to increase/ counter perception (that all students can go to college) for all stakeholders.
- 5. Identify, develop, and consistently use data protocols with summative and formative data points that inform instruction.

SPSA Goal #1 (Focus on Math)

CAASPP Math Average Distance From Standard for African American will increase the baseline of 159.4 (Red) from 2019 by a total of 3 or more (to reach Orange) with a stretch goal of 44.4 or more (to reach Yellow) to end at 162.4 or higher by the end of the 2021-2022 school year.

CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -98.2 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 38.3 or more (to reach Green) to end at -95.2 or higher by the end of the 2021-2022 school year.

CAASPP Math Average Distance From Standard for Hispanic will decrease the baseline of -97.9 (Orange) from 2019 by a total of 3 or more (to reach Yellow) with a stretch goal of 37.9 or more (to reach Green) to end at -94.9 or higher by the end of the 2021-2022 school year.

CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -189.9 (Orange) from 2019 by a total of 74.9 or more (to reach Yellow) with a stretch goal of 129.9 or more (to reach Green) to end at -115 or higher by the end of the 2021-2022 school year.

All students will demonstrate grade level knowledge and develop mathematical practices aligned with the CCSS and have opportunities to develop competencies aligned with PUSD graduate profile.

Since the fall of 2018, our math teachers who teach Integrated Math 1-3 have worked with district personnel and consultants from Carnegie Learning to identify and focus on instructional strategies to increase collaborative opportunities for students while engaging in mathematical dialogue. Teachers have been more intentional in incorporating strategies such as Turn and Talk, cooperative learning days and individual learning days, and having students serve as "experts" during lessons. This time has also given teachers a chance to plan and discuss goals to improve vertical alignment among the math sequence. There was also an online component to the Carnegie Learning curriculum called MATHia, which provided additional practice and support with topics currently explored in their courses. As a result of this, teachers have designated Monday shortened days as "MATHia Mondays" which serve to help students work on current topics while also allowing teachers to follow up and discuss progress with students. Despite the disruption with the COVID pandemic, teachers learned to utilize breakout rooms as a means to encourage collaboration during remote learning. Teachers have had the opportunity to participate in 1-2 pullout days per semester and are supported and compensated to plan for up to four days during the summer. There has been work conducted to address the critical areas pertaining to data protocols (see critical areas 2 and 7 from 2015 and critical areas 1, 2, and 5 from 2018) such as individual teacher data conferences and department time examining assessments, however there is still a desire for consistency and structure with respect to data driven protocols in our learning community.

IMPACT: This action has addressed the critical areas of 2 and 3 from the last full self-study and critical areas 1, 2, 3, and 5 of the midcycle visit. While there has been increased collaboration in Math 1 and 2 courses and vertical coherence, student performance indicators do not reflect this work. Although math performance on the CAASPP exam remained in the orange designation, scores from 2018 to 2019 showed a decline by 10 points and students were 82.3 points below the standard. There is still improvement in minimizing the performance differences between students identified with disabilities and their classmates with no disabilities. There is also a significant difference in performance between English Learners and English Only students. We are also in need of locally developed assessments at the district and campus level to measure student performance.

SPSA Goal #2

Students will demonstrate grade level knowledge in all core subject and graduate in four years exemplifying our PUSD graduate profile. All students, English Learners, Foster Youth, eligible for Free Reduced Meal Program, and others who have been less academically successful in the past, will have access to a robust course selection and will show academic achievement.

Since the last full self-study, our English department has collaborated through professional development time and during summer planning to ensure it meets the rigor as well as the breadth and depth of Common Core requirements. These opportunities have helped in ensuring greater collaboration and helped support each of the members of the English department as they continue implementing the ELA Common Core standards with fidelity across grade level teams. Teachers utilize data provided from the PSAT and the CAASPP English and ELPAC to determine areas for growth. Based upon these results, there was a need to improve students' skills with respect to expository writing and texts. It was based upon this that the department adopted the Engage New York (Engage NY) curriculum, which provided more expository texts that were diverse and at grade level. Additionally, our teachers have worked with district personnel in bringing Lucy Calkins' Common Core Writing Workshop to the secondary classroom. PHS teachers have also used Kelly Gallagher and Penny Kittle's 180 Days: Two Teachers and the Quest to Engage and Empower Adolescents to enhance and establish a more robust writing plan for students.

As literacy is a cross-curricular responsibility, Social Studies teachers received training from the Stanford History Education Group with an emphasis on primary sources in writing historical essays. They have used this as an opportunity to help students develop research skills while also putting together written research papers. During the 2019-2020 and 2020-2021 school year, there has been a shift in professional development with increased collaboration between Social Studies and English teachers to better align foci when conducting research and reinforcing writing skills across the curriculum.

IMPACT: These actions supported the schoolwide critical areas 1, 3, 5, and 9. There was a significant improvement in overall student performance on the ELA CAASPP exam between the 2018 and 2019 administrations from 43.43% of students meeting or exceeding standard to 53.3%. This can be attributed to a departmental focus on increased expository text and writing, opportunities to calibrate student work and develop coherence vertically. As a result of the implementation of classroom libraries, students have had the opportunity to select and have access to high interest texts and reading levels have improved throughout the school year according to HMRI data collected (see here).

SPSA Goal #3

Reclassification of English Learners and improved outcomes on CAASPP exam for English Learners.

There have been significant changes to the assessment of English Learner progress. While there was no progress indicator for 2018-2019 due to the shift, we had 54.8% of English Learners make progress, right at the top tier of the medium indicator. While there was an increase with EL performance on the ELA CAASPP of 14.2 points, performance remains very low in comparison to their English Only counterparts. Math performance for EL students decreased by 12.1 points on the 2019 CAASPP exam and performance also remains very low. Since our last visits, we have designated specific Math I and Physics classes for our Bilingual Classroom aide to assist students as data reviews showed that EL students were not being successful with these courses. Our Instructional Coach monitors EL student academic achievement and reclassification progress. We have also utilized Newsela, an online platform that has been useful for many core teachers as a way to supplement and support their emerging English learners. The articles are scaffolded with three different reading levels and are offered in the student's first language as a support. This enables all of our students to discuss and share ideas around the same topic while providing access to grade-level content for all students.

IMPACT: These actions have helped address critical areas 2,3, and 7, of the last full self-study and critical areas 1, 2, 3, and 4 of the mid-cycle visit. As a result of this, 54.8% of students are making progress toward English proficiency. Since 2017, our Reclassification rate has been steadily increasing from 9.3% to 28.71% in the 2018-2019 school year. In the 2019-2020 school year, our rate dropped to 11.11%. However, this was due to COVID school dismissal. We were unable to complete ELPAC testing for all our English Learners. In 2021, we strengthened our efforts and ability to test our students for ELPAC in a remote setting and were able to achieve a greater completion rate.

SPSA Goal #4

Suspension Rate for Foster Youth will decrease the baseline of 11.8 (Orange) from 2019 by a total of -0.3 or more (to reach Yellow) with a stretch goal of -1.8 or more (to reach Green) to end at 11.5 or lower by the end of the 2020-2021 school year.

Suspension Rate for African American will decrease the baseline of 6.4 (Yellow) from 2019 by a total of -0.4 or more (to reach Green) with a stretch goal of -4.9 or more (to reach Blue) to end at 6 or lower by the end of the 2020-2021 school year.

Suspension Rate for Students with Disabilities will decrease the baseline of 7 (Yellow) from 2019 by a total of -1 or more (to reach Green) with a stretch goal of -5.5 or more (to reach Blue) to end at 6 or lower by the end of the 2020-2021 school year.

Since the last full visit in 2015 faculty, staff, and administration have worked together to improve attendance, safety, and develop consistent expectations of student behavior. Having conducted professional development on "The 16 Proactive Classroom Management Skills to Support Academic Engagement", campus personnel identified and focused on specific strategies to improve upon as a campus. Discipline flowcharts have been developed identifying specific responsibilities for classroom and administrative duties (see Appendix). A campus Safety Committee was developed and meets quarterly to identify progress and make necessary refinements toward improving campus safety for all. As a result of this, suspension rates have decreased and resulted in a green designation on the California School Dashboard, with a decline of 1.6%.

These actions have supported the critical areas 1,7, 8, and 9 from the last full self-study in addition to critical area 4 from the mid-cycle visit.

IMPACT: There has been a decline with respect to total offenses and suspensions from 1,413 total incidents and 125 total suspensions to 433 total incidents and 44 total suspensions in the 2018-2019 school year.

SPSA Goal #5

We will increase attendance rate of all students by 0.5% for the 2020-2021 school year from 96.31% to 96.8% or higher by June 2021.

In an effort to increase attendance, an attendance team has been established that consists of counselors, administrators, teachers, community liaison, and community partners, in an effort to analyze attendance data, observe trends, and develop and implement an action plan. Such action items that have been identified to be beneficial for students include communicating and conducting individual calls to families to check on students; home visits, especially during the COVID pandemic, to support families and students with any resources they may have needed to re-engage in school; Saturday School opportunities to recover attendance credit and receive academic support; and increased supervision during the school day to ensure students are in class.

IMPACT: Our attendance slightly decreased from 95.76% in 2017-2018, to 95.45% in 2018-2019. Through February of 2020, our attendance rate was 95.37%. These actions have supported critical areas 1, 2, 7, and 8 of the full self-study.

SPSA Goal #6

Increase percentage of parents participating and attending school-sponsored events (i.e. New Student Orientation, Back to School Night, AP Parent Night, Open House).

Increase participation and membership in parent support groups (PTSA, ELAC, IMC) for 2020-2021 school year.

Provide workshops for families. Topics will include: college and readiness, trauma-informed care, school safety, and other topics determined by priorities of our community.

Parents and families are integral to the success of our students and our school. Based upon a survey sent to parents, we have tailored presentations for families to better serve their interests. This has resulted in presentations by our district substance abuse counselor, our counseling department, school administrators, and community partners. During the COVID pandemic, we had to shift meetings to a virtual platform. What we realized was an increased attendance rate as well as greater participation at these meetings. We will continue to plan to continue hybrid meetings or a combination of these meetings for our families moving forward. These actions have helped to address critical areas 4 and 8 from the full self-study as well as critical area 4 for the mid-cycle visit.

IMPACT: We have had over 90% of our parents active on Parent Portal in order to create two-way communication between our teachers and students. We also had over 40 families attend our FAFSA "Sit and Do" events in the Fall of 2019, in an effort to increase the opportunities for students to apply and be offered financial aid to attend college. We also observed an increase in families attending in-person PTSA meetings that targeted topics such as mental health, drug substance abuse awareness, and navigating the college application process. Since 2018, we have seen a decrease among families actively participating in our ELAC meetings. We have reached out to individual families, we have communicated notices and topics through all school accounts and through social media.

SPSA Goal #7

In an effort to ensure that all students are college and career ready, we will have 45% or greater of our students meet the a-g requirement and more than 69% of our students will complete FAFSA by March 2021.

In examining college and career readiness, it has been determined that a-g completion and the completion of the FAFSA are two critical roadblocks to increasing the number of our students being accepted to and matriculating to college, as we have observed a drop from 53% of students meeting the a-g requirement in the 2017-2018 school year, to 45% for the 2019-2020 school year. In examining coursework, we observed that mathematics courses and science courses, especially during the freshman year, were obstacles that prevented students from completing the required courses for a-g completion and prevented students from accessing higher level coursework in these respective areas. As a result of this, we increased staffing among these academic content areas to help minimize course numbers to the extent possible. Counselors also met with students to enroll them in courses they needed in order to meet the requirements. Counselors also conducted transcript lessons for underclassmen to stress the importance of college entrance requirements and to build knowledge as students match courses in their high school career with their post-graduate aspirations. During the last two years, we have conducted FAFSA "Sit and Do" sessions in collaboration with our partners from College Access Plan (CAP). Despite the remote setting of the last school year, we were still able to conduct these sessions virtually with students and parents.

To increase preparedness and matriculation into higher education, our Special Education program implemented services, which include push-in support, DIS counseling, and college/transition planning for students with Individual Education Plans (IEPs). Our Special Education department chair and teachers support faculty in designing instruction to support students in making progress toward IEP goals as well as implementing accommodations and curriculum modifications.

Our teachers have also planned for vertical alignment in an effort to better support students so they meet the requirements and goals of our Graduate Profile. Social Sciences have worked on building student research writing up beginning in ninth and tenth grade so students are ready to create research papers by the time they are completing them for their Senior Portfolios. Within the CTE department, there is a targeted attempt to ensure growth in anchor standards throughout student progression within the Academies especially as well as any other CTE courses that require prerequisites. Within science, vertical alignment is a key thought as the previous Biology, Chemistry, Physics sequence is being replaced with Physics, Chemistry, Biology. The 2021-22 school year will see the end of the shift and will lend itself to much better vertical integration as we see successes and gaps in preparing students to be prepared to take the California Science Test.

IMPACT: While there has been a decrease in the percentage of students graduating 'a-g' ready, we have had an increase in the percentage of students earning a 3 or higher on AP exams from 52% in 2016 to 63% in 2020. We also had 100% of students in the Class of 2019 complete the requirements of the Senior Defense and Portfolio. These actions have supported the critical areas 1, 2, 3, and 7 while also addressing critical areas 1, 2, 4, and 5 of the mid-cycle critical areas.

SPSA Goal #8

- By August 2020, 100% of PHS teacher will utilize and update, with frequency, student performance in AERIES gradebook.
- By September 2020, 100% of families will be registered to utilize Aeries Parent Portal.
- By June 2020, PHS will offer parent workshops in the following areas: College and Career Readiness, Trauma-Informed Care and Trauma-Responsive Care.

96% of all teachers consistently utilize the AERIES gradebook to keep families informed and updated on student progress. Teachers that have had difficulty in utilizing the gradebook have been provided additional support to ensure families receive timely communication about their student(s). We have also supported parents prior to and during the pandemic through various workshops around college and career readiness with our counselors and community partners such as Pasadena City College Upward Bound (PCC), CAP, and the UCLA EAOP programs providing assistance to families in navigating the college application and requirement journey. Our mental health partner agency, Hathaway Sycamores, as well as our school psychologists and mental health counselors from the Los Angeles Department of Mental Health have conducted workshops for families on how to better support their students at home and what assistance is available through the school. We have seen a positive increase in students and families accessing these services as a result of these workshops. This has resulted in a decrease in disciplinary infractions and supports the critical area 8 from the most recent full self-study.

IMPACT: As of June 2021, we had 91% of families with active Parent Portal accounts, which gives families the ability to monitor their student's progress and be informed about school business and events. Our Community Assistant has conducted phone calls and assisted with families that require additional assistance in activating their Parent Portal accounts. We have also allocated additional funding to have our Community Assistant be present during registration prior to the beginning of the year to assist families with setting up email accounts and activating their Parent Portal.

Critical Areas for Follow-Up Not In Action Plan

(4) That all stakeholders, including parents and students, need to be involved in the WASC process.

PHS recognizes and understands the value and importance of including parents and students in the WASC process. To this end, monthly English Learner Advisory Committee (ELAC) meetings, School Site Council (SSC) meetings, and PTSA meetings have been conducted to inform stakeholders on progress of administrative decisions, instructional programs and student achievement, and school culture. Stakeholders are provided the opportunity to provide feedback on agenda items. The purpose of the meetings are to keep parents informed on the school's progress towards the vision, mission, and student learning outcomes. In addition, the PTSA hosts "Coffee with the Principal", where parents and community members have an opportunity to receive the latest school news and events on campus as well as ask questions.

PHS current administration team recognizes the value of a WASC report. To help identify key areas of improvement and ensure student success, the principal included all faculty and staff during "A Day" professional development. Through collaboration teachers engaged in reviewing the initial report along with the committee's recommendations. By doing so, teachers have had an opportunity to identify areas of strength and areas where the school still needs to grow.

IMPACT: Stakeholders have provided insight and contributions to enhance our actions with our most marginalized students. We have modified schedules and sought to address topics most pertinent to families based upon their feedback.

(6) Faculty and staff participate in the WASC process and take the process more seriously.

There has been a significant increase in participation among all faculty and staff members in monitoring, analyzing, and developing the WASC Action Plan. Teachers have focused on continuous improvement through ongoing analysis of student achievement, collaborative lesson planning, and suggestions to enhance resources or course offerings to increase student engagement and achievement. As a result of this, the process has become embedded into the regular practices and routines of the school.

IMPACT: Teachers have provided input at various points including <u>providing feedback after our mid-cycle visit</u>, utilizing professional development time to examine progress on WASC action plan, and make the process a part of continuous improvement.



Chapter II: Student/Community Profile

History and Background of the School

Pasadena High School was established in 1891. The school has been at its current location since 1960. Pasadena High School is one of four comprehensive high schools in the Pasadena Unified School District and serves students from the communities of Pasadena, Altadena, and Sierra Madre. Pasadena High School offers a variety of programs, both curricular and extracurricular, to all students. PHS currently offers three College and Career Pathways for students: the Creative and Media Arts Design (CAMAD) Academy, the Law and Public Service (LPS) Academy, and the APP Academy, which emphasizes and develops students skills and knowledge in Computer Science. Students involved in the College and Career Pathway Academies complete coursework and have the opportunity for field experiences in their respective area of study. Students have had the opportunity to learn more about careers through visits to the City of Pasadena Courthouse, sit in on law classes at Loyola Marymount University, visit the Los Angeles County Museum of Art, the Museum of Tolerance. Pasadena High School and its programs are supported through the generosity of the Pasadena Educational Foundation (PEF), the PHS Parent Teacher Student Association (PTSA), and the Instrumental Music Club (IMC). Pasadena High School became part of the LACOE Community Schools Initiative in August 2019. Through this opportunity, we have been able to build partnerships with various community groups including Collaborate Pasadena, Pacific Oaks College, UCLA, Planned Parenthood, and many others. The 2017-2018 school year welcomed the first cohort of the Mandarin Dual Language Immersion Program (DLIP). While the numbers are small, there will be increasing numbers as the cohorts have grown in the years following the inception of the program.

Pasadena High School boasts a staff of 86 certificated team members (1 principal, 3 assistant principals, 1 instructional coach, 5 counselors, 2 school psychologists, 1 librarian, 1 school nurse and 72 teachers). Among the certificated team members, team members are 39 male, and 47 are female. There are no National Board-Certified Teachers on staff. No teachers are instructing outside of their credential areas, but two teachers are university interns. More than half of the faculty holds Master's Degrees. Teachers participate in bi weekly professional development led by administration. Professional development topics are in collaboration with the Instructional Lead Team.

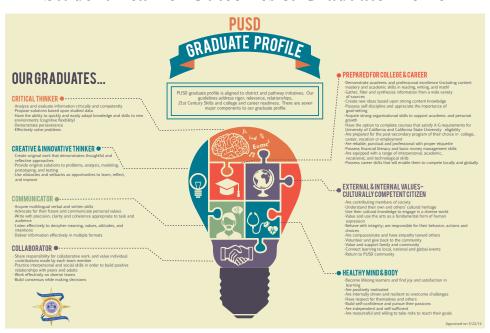
Vision

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

Mission Statement

The dedicated professionals of Pasadena Unified School District provide a caring, engaging, challenging educational experience for every student, every day in partnership with our families and communities.

Student Learner Outcomes & Graduate Profile



A Description of the School's Programs

Pasadena High School offers a variety of programs to all students that are designed to ensure students are college and career ready. Students elect at least six courses each year and will meet with counselors prior to their freshman year to review graduation requirements and develop a four-year plan of courses that will align with enabling students to be competitive upon graduation.

PHS currently offers three College and Career Pathways for students: the Creative and Media Arts Design (CAMAD) Academy, the Law and Public Service (LPS) Academy, and the APP Academy, which emphasizes and develops students skills and knowledge in Computer Science. Students involved in the College and Career Pathway Academies complete coursework and have the opportunity for field experiences in their respective area of study.

Pasadena High School is also the home of two of PUSD's signature programs, the Mandarin Dual Language Immersion Program (DLIP) and the Math Academy. The Mandarin DLIP program is a two or three year program, dependent upon each student's Mandarin fluency level. Students earn credit through the Advanced Placement Mandarin program and take a final course in Mandarin Business and Cinema, a course co-designed with the

In-person instruction shifted into a virtual setting in March of 2020. PHS used the district approved platform Power Schools and transitioned to the Canvas platform for the 2020-2021 school year. Teachers engaged in professional learning through district and campus-driven sessions in order to better navigate and integrate the new platform. The Pasadena Unified School District is exploring a more permanent online instruction platform as of this writing.

Language Assessment and Development Department (LADD)

PUSD's Language Assessment and Development Department (LADD) provides our school support to provide services to our English Learner (EL) students. They do so by assessing and identifying Initial ELs, identifying and monitoring ELs who are eligible for reclassification, and by providing Professional Development to teachers in English Language Development (ELD). LADD further provides resources and applications to supplement and reinforce students' content specific instruction. English Learners are, also, provided supplemental support

material for literacy and language development such as Scholastic Reading and Newsela. When possible, tutoring services are provided for English Learners by staff. English Learners are targeted for specific support through the development of Personal Support Plans (PSP) which are generated by LADD and provided to our school. LADD provides support to our English Learner Advisory Committee and translation services to families, as needed. Direct services and support to our English Learners is provided by classroom teachers and an English Learner Instructional Coach.

STUDENT DEMOGRAPHICS

Below are our enrollment numbers from 2017-2021. This number has held steady over the past three years despite declining enrollment across the district. We value the diversity of our student body as it helps our students prepare for our increasingly racially and ethnically diverse society and the global economy.

Socioeconomic Status

Parent Education Level

Our parents with college education, graduate or postgraduate education has been slowly increasing. This percentage increased from a total of 34.6% to 39.2%. Conversely, our families with a high school or no high school education has been slowly declining, going from 41.2% to 37.2%. We believe that there are a number of factors that may be contributing to this trend. First, the cost of housing has made living unaffordable to many of our families. Furthermore, many innovative programs such as the Mandaring Dual Immersion program and the Math Academy have attracted and retained families that may have otherwise chosen local private schools. Nonetheless, our staff remains committed to supporting all of our students in attaining their post-secondary goals.

	2017-18		2018	3-19	2019	9-20	2020-21		
	#	%	#	%	#	%	#	%	
College Graduate	349	20.3%	366	21.4%	399	22.0%	384	21.3%	
Decline to state	89	5.2%	85	5.0%	96	5.3%	108	6.0%	
Grad School/Post Grad Trng	245	14.3%	260	15.2%	302	16.7%	323	17.9%	
High School Graduate	380	22.2%	370	21.7%	378	20.9%	371	20.6%	
Not HS Graduate	326	19.0%	321	18.8%	308	17.0%	299	16.6%	
Some College	326	19.0%	307	18.0%	329	18.2%	318	17.6%	
Total	1715	100.0%	1709	100.0%	1812	100.0%	1803	100.0%	

Socio-Economically Disadvantaged Students

From 2017 to 2019, our school experienced a slight decline in students identified as socio-economically disadvantaged. However, this number grew sharply in 2020 and 2021. This was likely largely due to loss of income due to the COVID 19 pandemic.

Year	Number	%
2017-2018	1143	63.30%
2018-2019	1069	61.61%
2019-2020	1347	72.50%
2020-2021	1200	65.15%

Student Enrollment

Enrollment by Grade Level

Our school enrollment has consistently averaged 1,800 although it has varied from year to year. Pasadena High School remains the largest high school in the city of Pasadena, both public and private. During the 2020-2021 school year, we experienced a slight decrease in enrollment due to COVID-19.

Grade	2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021
Grade 9	420	419	459	446	522	407
Grade 10	518	441	452	473	486	511
Grade 11	455	487	430	402	476	432
Grade 12	478	430	466	414	374	453
Total	1871	1777	1807	1735	1858	1803

Enrollment by Ethnicity

Pasadena High School continues to be a diverse school. The largest subgroup by ethnicity is Hispanic which makes up approximately 59.2% of the student population. However, this number is slowly declining. Additionally, there has been a slight increase in Asian students, from 3.2% to 4.5% and White students, from 17.6% to 19.1%.

Aca dem ic Year	Total		ican erican	Amer India Ala Nat	ın or ska	Asi	ian	Filip	oino	Hispa Lat	nic or ino	Pac Islar		Wh	iite	Two	
2020 -21	1,842	213	11.6	7	0.4%	82	4.5%	34	1.8%	1091	59.2 %	7	0.4%	352	19.1	52	2.8%
2019 -20	1,858	217	11.7	6	0.3%	62	3.3%	39	2.1%	1116	60.1	7	0.4%	352	18.9	56	3.0%
2018 -19	1,735	194	11.2	4	0.2%	55	3.2%	39	2.2%	1072	61.8	8	0.5%	306	17.6 %	52	3.0%
2017 -18	1,807	222	12.3	4	0.2%	57	3.2%	44	2.4%	1102	61.0	7	0.4%	303	16.8	55	3.0%

Enrollment by Gender

Gender enrollment is consistently balanced from year to year.

Academ	Total	Grade 9					Grade 10			Grade 11				Grade 12			
ic Year	·	Male		Female		Male		Female		Male		Female		Male		Female	
2020-21	1,842	200	21.40	208	22.90 %	269	28.80		26.70 %		25.70 %	220	24.20 %	224	24.00 %	238	26.20 %
2019-20	1,858	271	28.5	251	27.70 %	254	26.7	232	25.60 %	236	24.8	240	26.50 %	191	20.1	183	20.20
2018-19	1,735	228	26.1	218	25.30 %	239	27.4	234	27.10 %	204	23.4	198	22.90 %	201	23.1	213	24.70 %
2017-18	1,807	234	25.7	225	25.10 %	234	25.7	218	24.30 %	213	23.4	217	24.20 %	230	25.2	236	26.30 %

SPECIAL NEEDS AND FOCUSED PROGRAMS

Therapeutic Services Classroom

In the 2019-2020 school year, Pasadena High School opened an intensive therapeutic, self contained classroom for our students with special needs whose primary disability is Emotional Disturbance. In addition to an Special Education teacher, each classroom is staffed with instructional aides, behavior specialists, and therapists from our partner mental health provider, Hathaway Sycamores. In 2019-2020, a second classroom was opened due to the need and success of the program in its initial year.

School Year	Number of Students
2017 - 2018	NA
2018 - 2019	10
2019 - 2020	15
2020 - 2021	18

Acellus Online Credit Recovery

Students who are credit deficient and who are unable to attend summer school, are offered Acellus online coursework for credit recovery. This is primarily monitored by the Assistant Principal of Curriculum and Instruction and students' counselors. This credit recovery program was adopted during the 2019-2020 school year.

School Year	Number of Students
2019 - 2020	258
2020 - 2021	259

PUENTE Program

First generation, college bound students have the opportunity to participate in our Puente Program. The Puente program is focused on supporting students to help them be admitted into four-year colleges/universities. Students are placed in a rigorous English class on readings and issues about the students' community. Students stay with the same English teachers during their 9th and 10th grade years. Additionally, a Puente Counselor remains with the student for the four years of high school. The Puente staff provides families' workshops to support the family in the path toward college and students are able to attend conferences and college trips.

Grade	2017-2018	2018-2019	2019-2020	2020-2021
9th	36	47	51	42
10th	63	51	50	56

Advanced Placement Program

Our staff has endeavored to offer AP classes that fit students' interests and abilities. We have slowly increased offerings and have adjusted subjects based on student success. Our staff reflects on students' performance data to determine the coursework most appropriate for our students.

	2018	-2019	2018	-2019	2019	-2020	2020-2021		
Course	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment	
AP American Government	5	196	5	171	5	161	5	180	
AP Biology	4	122	4	132	4	130	5	132	
AP Calculus AB	3	80	3	78	3	87	2	74	
AP Calculus BC	1	28	1	23	1	29	1	32	
AP Chemistry	1	22	-	-	1	24	2	52	
AP Chinese Language and Culture	1	16	1	6	1	13	1	13	
AP Computer Science	-	-	1	26	2	42	1	26	
AP English Language	3	97	3	76	3	99	5	156	
AP English Literature	4	121	4	93	4	106	5	116	
AP Environmental Science	4	88	4	96	3	98	3	118	
AP European History	3	107	4	120	4	133	4	169	
AP Human Geography	2	59	2	56	2	70	2	56	
AP Physics 1	2	37	1	21	1	18	1	23	
AP Physics 2	-	-	1	13	-	-	-	-	
AP Physics C	-	-	-	-	1	21	2	35	
AP Psychology	4	109	3	89	3	105	3	119	
AP Spanish Language and Culture	2	42	2	49	2	56	2	45	
AP Spanish Literature and Culture	1	32	-	-	-	-	-	-	
AP Statistics	1	32	1	18	1	39	2	57	
AP Studio Art 2D	2	18	2	18	1	16	1	4	
AP US History	5	162	4	138	4	128	4	141	

College and Career Academies

Participation in one of our four Career Pathway academies has been consistently strong. Our CAMAD academy is a combination of GCA and VADA during students' 9th grade year. After 9th grade, students have the opportunity to choose a specialization within one of the two arts pathways. CAMAD is consistently one of our most popular academies among students.

		ç)			1	0			1	1			1	2		G	Frand	l Tota	al
Academy	2021	2020	2019	2018	2021	2020	2019	2018	2021	2020	2019	2018	2021	2020	2019	2018	2021	2020	2019	2018
APP - App Academy	54	77	88		58	65	58	69	55	51	60	44	46	45	44	34	213	238	250	200
GCA - Graphic																				
Communications	22		1	53	39	54	72	32	49	62	26	32	57	22	31	26	167	138	130	90
LPS - Law & Public																				
Service Academy	46	78	46	88	70	64	79	60	54	69	51	49	64	44	44	49	234	255	220	246
VADA - Visual Arts &																				
Design	52		8	100	59	59	56	34	53	46	32	46	40	21	43	51	204	126	139	231
CAMAD			88																88	
Grand Total	174	155	231	241	226	242	265	195	211	228	169	171	207	132	162	160	818	757	827	767

Language Proficiency Numbers

English Language Acquisition Status

Our English Learner population is consistently around 5%; however, our Reclassified students consistently make up approximately 30% of our school. As at least one-third of our school speaks a language other than English as a second language, we endeavor to provide scaffolded support in the classroom for our students. In the 2020-2021 school year, we included a focus on writing and vocabulary development.

Academic Year	ic English Only		I-FEP		E	L	RFEP		
2020-21	1,055	57.3	128	6.7	93	5	561	30.5	
2019-20	1,058	56.9	134	7.2	110	5.9	554	29.8	
2018-19	930	53.6	151	8.7	72	4.1	582	33.5	
2017-18	962	53.2	191	10.6	101	5.6	553	30.6	

Data on Addressing the Eight State Priorities

PUSD's Local Control and Accountability Plan (LCAP) was in the third year (2019-20) update of the PUSD 2017-20 LCAP when COVID-19 caused school dismissal. The annual goals below are the priorities for all pupils utilizing Local Control Funding Formula (LCFF) funds, for the unduplicated students' improvement using supplemental and concentration fund (S & C) fund and Title funds, for CDE identified schools using Comprehensive Support and Improvement (CSI) fund, and for low performing students who are not part of the unduplicated students' improvement using Low Performance Student Block Grant (LPSBG). The LCAP includes the five goals below which are aligned to the PUSD Strategic Plan and also aligns with the state's priorities as well as our local priorities. It is a 3-year plan (with annual updates) which serves as a framework around which the district engages in self-assessment in a cycle of continuous improvement in partnership with parents, students, teachers, staff, and other community members. An updated LCAP went to the PUSD Board of Education in July for the 2021-2024 school years.

LCFF Priority 1

Basics (Teachers, Instructional Materials, Facilities)

Teachers with Credentials

School Year	With Full Credential	Without Full Credential	Teaching Outside of Subject Area
2020-2021	81	0	0
2019-2020	81	0	0
2018-2019	87	0	0
2017-2018	83	0	0

Teacher Ethnicity

There has been an increase in Hispanic teachers over the last three years. Trends have been pretty consistent otherwise with respect to staff demographics.

Name	Hispanic	American Indian or Alaska Native	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	No Response	Total
2018-2019	29	0	2	0	1	7	36	2	10	87
2017-2018	28	0	3	0	2	7	42	1	0	83
2016-2017	23	0	1	0	2	9	38	1	0	74

Staff Service and Experience

In 18-19, PHS had a quarter of new teachers of the total district new teacher count. The average years of service and average of years in the district are consistent with both the district level and the county level. Since 2017-2018, we have seen an increase in turnover with staff retirements, relocations, and the hiring of new teachers. The need for an improved new teacher support system at the campus level will be discussed in upcoming sections.

Name	Avg Years of Service	Avg Years in District	# First Year Staff	# Second Year Staff
2018-2019	13	12	10	14
2017-2018	14	13	11	3
2016-2017	16	15	0	4

Staff with Advanced Degrees

Name	Doctorate	Special Degree (Juris Doctor)	Master's Degree +30		Baccalaureat e Degree +30	Baccalaureate Degree	None Reported	Total
2018-2019	1	0	23	4	24	16	19	87
2017-2018	4	0	28	1	23	15	12	83
2016-2017	3	0	31	1	26	13	0	74

Professional Development

Program/Activity	Description	Department(s)	Presenter
Summer Planning	Curriculum and calendar planning, determining essential standards, establishing common grading practices, refining common assessments, developing projects and assignments aligned with graduate profile	Mathematics	Campus
Writer's Workshop	Evaluating prior year's goals and outcomes, establishing units of study (narrative, reading unit, writing workshop), developing minilessons, establishing shared expectations, identifying research-based strategies to ensure students meet goals	English	Campus
San Gabriel AP Summer Institute	Workshop focused on AP updates, examining best practices, exploring topics and lessons	AP teachers	Campus

PUENTE Summer Institute	Participants engaged in a process approach to writing, using it to establish connections to text and to each other, experiencing the kind of writing and reflection that Puente students practice in their classes; Participants learned about and discussed issues around underserved Latino students in CA public education. Looking at historical and current data and education research, they examined the effectiveness of leveraging asset-based approaches to support students and families—such as building on familial and cultural capital and bilingualism, and implementing a pedagogy of cariño. Teachers and counselors will learn about current research and practice in Culturally Responsive Teaching and Counseling as a tool for deepening learning and engagement for all students.	PUENTE teachers and counselors	UC- Berkley (PUENTE
UnboundEd Summer Institute	Professional development with an emphasis on grade-level curriculum, strategic supports, and equitable instruction through planning processes that can produce meaningful, engaging classroom experiences. Goals for teachers are to be better prepared to make informed decisions that address educational gaps while remaining in grade-level curriculum while administrators are better prepared to make decisions that ensure students have equitable access to grade-level instruction.	Administration, English Teachers	UnboundEd
PUSD Summer Institute	Teachers engaged in various district-led professional development including trauma-informed care, instructional technology, mindfulness, increasing reading comprehension, arts integration, and many other topics.		PUSD CIPD
Carnegie Learning	Teachers worked with Carnegie Learning teaching consultants and integrating best practices	Math 1, 2, and 3 teachers	Carnegie Learning Facilitators
California Math Conference- South	Opportunity for math teachers to gain best practices and develop plans to incorporate into classroom instructional practices.	Math teachers	
Reading Like a Historian (Stanford)	Social Studies teachers learn about integrating Reading Like a Historian curriculum to engage students in historical inquiry. Teachers learn about lessons designed around employing reading strategies such as sourcing, contextualizing, corroborating, and close reading. Instead of	Social Studies teachers	Stanford History Education Group

	memorizing historical facts, students evaluate the trustworthiness of multiple perspectives on historical issues and learn to make historical claims backed by documentary evidence.		
Teachers College Reading and Writing Project	Teachers, instructional coach, and administration attended TCRWP Institute on the Teaching of Writing. Topics included: teaching reading in the writing workshop; genre studies in writing essays, narratives, research-based arguments, and informational texts; self-assessment and goal-setting; using phonics and other components of balanced literacy to scaffold writing; assessment-based small group instruction; content area writing; using toolkits, charts, and rubrics to support revision; using mentor texts to lift the level of student work; working with writing partnerships, and using technology to enhance the research and writing process	ELA and History teachers	The Reading & Writing Project; Teachers College, Columbia University
California Partnership Academies (CPA) Conference	Annual conference for CTE pathway academy teachers to learn best practices, updated college and career readiness information	Pathway Academy Teams	СРА
Science Collaborative Sessions		Science teachers	PUSD CIPD
California Healthy Young Act Training	bill renamed the <i>California Healthy Youth Act</i> requires school districts to ensure that all pupils in grades seven to twelve receive comprehensive sexual health education and HIV prevention education once in middle school and once in high school. On May 24, 2018, the PUSD Board of Education approved the elimination of a Health course as a graduation requirement. This decision included a plan that will allow PUSD to adhere to the California Healthy Youth Act requirements by embedding lessons into Chemistry and 10 th social science classes.	World History and Chemistry teachers	PUSD CIPD
National Model Schools Conference	Administrators attended Model Schools Conference to learn and develop best practices for campus leadership.	Administration	International Center for Leadership in Education
			Education

	pathway teachers to develop work-based learning opportunities for students through the school year.		
#TECHLEADERS	PUSD tech leaders across campuses meet monthly to share instructional strategies and innovative practices as it pertains to instructional technology. This group led the professional development as we shifted to remote and remote hybrid instruction.	Tech Leaders	PUSD ITS
BARR Training	Ninth grade teachers, counselors, and administration attended Building Assets Reducing Risk (BARR) training to understand and incorporate eight strategies aimed at developing a more successful transition for ninth grade students entering high school.	Ninth grade teachers, counselors, administration	BARR Center
CARPE	Network of southern California high schools focused on increasing the outcome of Black, Latinx, and low-socioeconomic students on attending college. Discussion and planning practices focuses on FAFSA completion, fostering a sense of belonging, supporting families through the application process, and reducing summer melt.	Teachers, Counselors, Administration	College Access Network, High Tech High Graduate School of Education
UCLA DMH	UCLA Department of Mental Health provided sessions examining teacher resilience and emotional intelligence for PHS teachers and staff.	All teachers and staff	UCLA DMH
LACOE MTSS Training	Counselors, teachers, and administrators attended multi-day training at LACOE campus to understand and develop the academic and SEL MTSS system for PHS.	Counselors, Administration, Teachers	LACOE

Standards-aligned Instructional Materials

SELECTION AND EVALUATION OF INSTRUCTIONAL MATERIALS

BP 6161.1

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect and value society's diversity, and enhance instructors' ability to educate all students through the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology based materials, and other educational materials shall be aligned with academic content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0415 - Equity)

(cf. 0440 - District Technology Plan)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 6000 - Concepts and Roles)

- (cf. 6011 Academic Standards)
- (cf. 6141 Curriculum Development and Evaluation)
- (cf. 6143 Courses of Study)
- (cf. 6146.1 High School Graduation Requirements)
- (cf. 6161.11 Supplementary Instructional Materials)
- (cf. 6162.5 Student Assessment)
- (cf. 6163.1 Library Media Centers)

The Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or that have, during the district's review process, been determined to be aligned with the state academic content standards adopted by SBE. (Education Code 60200, 60210)

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and the accompanying administrative regulation. (Education Code 60400)

In selecting or adopting instructional materials, the Board shall consider the recommendation of the Superintendent or designee and/or an advisory committee established to review the materials.

Public Hearing on Sufficiency of Instructional Materials

The Board shall annually conduct one or more public hearings on the sufficiency of the district's instructional materials, including textbooks, technology-based Instruction materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource. (Education Code 60010, 60119)

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year. (Education Code 60119)

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the district containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours. (Education Code 60119)

(cf. 9322 - Agenda/Meeting Materials)

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or other instructional materials that are aligned to the content standards adopted by SBE and consistent with the content and cycles of the curriculum framework adopted by SBE in each of the following subjects: (Education Code 60119)

- 1. Mathematics (cf. 6142.92 Mathematics Instruction)
- 2. Science (cf. 6142.93 Science Instruction)
- 3. History-social science (cf. 6142.94 History-Social Science Instruction)
- 4. English language arts, including the English language development component of an adopted program Instruction (cf. 6142.91 Reading/Language Arts Instruction) (cf. 6174 Education for English Learners)
- 5. World language (cf. 6142.2 World Language Instruction)
- 6. Health (cf. 6142.8 Comprehensive Health Education)

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12. (Education Code 60119)

In making these determinations, the Board shall consider whether each student has sufficient textbooks or other

instructional materials to use in class and to take home. This does not require that each student have two sets of materials. However, materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage. (Education Code 60119)

If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district, and has the ability to use and access them at home. (Education Code 60119)

If the Board determines that there are insufficient textbooks or other instructional materials, the district shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks or instructional materials. The Board shall take any action to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made. (Education Code 60119)

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan. (Education Code 52060)

Instruction

(cf. 0460 - Local Control and Accountability Plan)

Complaints

Complaints concerning instructional materials shall be handled in accordance with BP/AR 1312.2 - Complaints Concerning Instructional Materials or AR 1312.4 - Williams Uniform Complaint Procedures, as applicable. (cf. 1312.2 - Complaints Concerning Instructional Materials)

LCFF Priority 2 - Implementation of Academic Standards

The Governing Board shall adopt high standards for student achievement which challenge all students to reach their full potential and specify what students are expected to know and to be able to do at each grade level and in each area of study. These standards shall reflect the knowledge and skills needed for students to be adequately prepared for postsecondary education, employment, and responsible citizenship. The Superintendent or designee shall provide the Board with recommend ed standards using a process that involves teachers, school site and district administrators, students, parents/guardians, representatives from business/industry and postsecondary institutions, and/or community members. He/she shall ensure the proper articulation of standards between grade levels and the alignment of the standards with the district's vision and goals, graduation requirements, college entrance requirements, and other desired student outcomes. He/she also shall ensure that the standards are easily understandable and measurable.

District content standards for English language arts, English language development, mathematics, science, health education, history-social science, physical education, visual and performing arts, world languages, career technical education, and preschool education shall meet or exceed statewide model content standards adopted by the State Board of Education or the State Superintendent of Public Instruction as applicable.

Teachers and school administrators shall receive ongoing professional development to inform them of changes in the standards and to build their capacity to implement effective standards-based instructional methodologies. The Superintendent or designee shall annually communicate the applicable standards to students and their parents/guardians to inform them of the expectations for student learning at their grade level.

LCFF Priority 3 - Parent Engagement

Activity or Organization	Description
Coffee with the Principal	Parents have the opportunity to sit down with the principal to hear updates, ask questions, and give feedback in a social setting.
New Student Orientation	Families of new students have an opportunity to learn more about PHS and the opportunities for students to get involved. Families and students are able to tour the campus and have the opportunity to interact in a relaxed atmosphere. PTSA will provide food at this event.
Back to School Night	Families are able to follow the student's schedule and meet with teachers during this evening event. School organizations and clubs hold a food fair during the evening. Families are able to learn more about various college partners and community programs that support our students and families.
Open House	Prospective families and current families tour campus and meet with departments to learn more about various course options available and programs that students can participate in. This evening event is usually held in the Spring.
High School 101	This event is organized by the Pasadena Education Network (PEN) and is an opportunity for families considering PUSD high schools to learn about each campus and their offerings. Principals from all high schools describe their offerings and take part in a Q and A session with families.
College and Career Academies Showcase Night	This event is conducted by our College and Career district office and showcases the Linked Learning pathways available at all high schools in PUSD. Teachers and administration from PHS participate to share more about academies at PHS.
"FAFSA Sit & Do" Nights	Parents of current seniors and their students are able to meet with counselors and other volunteers to help organize documentation and complete the FAFSA. This event is usually held over three nights, with two in the fall and one in the spring, to give families an opportunity to return and complete the process.
Parent Teacher Student Association (PTSA)	Parents are asked for their opinions on upcoming events, policies, expenditures of technology, and may voice concerns and recommendations. Their input is taken into consideration.
Shadow Days	Current 8th grade students, PUSD and non-PUSD, shadow current students and learn more about the day in the life of a high school student. Students have opportunity to learn about academic options, academies, various programs and clubs at PHS

LCFF Priority 4 - Performance on Standardized Tests

California Assessment of Student Performance and Progress (CAASPP) Academic Performance

English Language Arts

Yellow

Green

Highest Performance

Blue

45

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

2019 Fall Dashboard English Language Arts Equity Report

Orange

Red	Orange	Yellow	Green	Blue
1	1	2	0	1
udents are meeting gr	ade-level standards on	essment Results and other aspects of the English Language Arts assessment which is taken annually by students in	t. This measure is based	on student performance on
201	9 Fall Dashboard Eng	dish Language Arts Performance for	r All Students/Student	Group
All S	tudents	English Learners	Fost	er Youth
3.3 points ab Incr Signi ++22.	reen ove standard eased ficantly 2 points 5 l	No Performance Color 108.8 points below standard Increased ++14.2 points 21	Less than 11 Students	rmance Color s - Data Not Displayed for rivacy
Hom	neless	Socioeconomically Disadvantag	jed Students w	ith Disabilities
22.1 points be Declined	mance Color elow standard -10.9 points	Yellow 12.7 points below standard Increased ++10.5 points 217	96.7 points b In Sign	Orange Delow standard Creased nificantly 0.8 points

Lowest Performance

Red

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American



Red 67.9 pointsbelow standard Declined -14.6 points

39

American Indian

No Performance Color

0

Asian

No Performance Color Less than 11 Students Data Not Displayed for Privacy

10

Filipino

No Performance Color

79.6 points above standard

12

Hispanic



Yellow
7.1 points below standard
Increased Significantly
++21.8 points

214

Two or More Races



No Performance Color 43.2 points above standard Increased Significantly ++22.9 Points

21

Pacific Islander



No Performance Color

0

White



Blue
47.1 points above standard
Increased Significantly
++44.6 points

55

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not	98.8 points below standard	12.3 points above standard
Displayed for Privacy 9	Increased ++6.9 points	Increased Significantly ++25.2 points
	12	191

(4. e) English Redesignation Rate

In the past, the CELDT was used to measure English Learner (EL) growth in the areas of reading, writing, listening and speaking. The last full implementation of the CELDT was in October 2016, as a new test, English Language Proficiency Assessment for California (ELPAC), was developed by the state. This new test is aligned to the new California ELD Standards and will be implemented for the first time in the Spring of 2018.

	Overall Participation for All Students														
Grade Level	# of St	udents E	nrolled	# of S	tudents ⁻	Tested	# of \$	Students	with	% of Enrolled Students					
Levei	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 11	442	396	376	436	373	364	436	373	364	98.6	94.2	96.8			
All Grades	442	396	376	436	373	364	436	373	364	98.6	94.2	96.8			

^{*} The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

			(Overall	Achiev	ement	for All	Studer	nts						
Grade Level	Mean	Scale	Score	% Standard			% Standard Met			% Sta	ndard l	Nearly	% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2611.	2563.	2585.	25.92	15.28	23.08	37.16	28.15	30.22	22.25	31.37	25.27	14.68	25.20	21.43
All Grades	N/A	N/A	N/A	25.92	15.28	23.08	37.16	28.15	30.22	22.25	31.37	25.27	14.68	25.20	21.43

Reading Demonstrating understanding of literary and non-fictional texts													
Crede Level	% Above	Standar	d	% At or N	Near Stan	dard	% Below	% Below Standard					
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19				
Grade 11	33.03	21.51	28.85	50.00	47.85	41.76	16.97	30.65	29.40				
All Grades	33.03	21.51	28.85	50.00	47.85	41.76	16.97	30.65	29.40				

Writing Producing clear and purposeful writing													
Grade Level	% Above	Standar	d	% At or N	lear Stan	dard	% Below Standard						
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19				
Grade 11	35.55	23.39	27.75	46.10	46.77	49.73	18.35	29.84	22.53				
All Grades	35.55	23.39	27.75	46.10	46.77	49.73	18.35	29.84	22.53				

Listening Demonstrating effective communication skills													
	% Above	Standard	d	% At or N	lear Stan	dard	% Below Standard						
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19				
Grade 11	24.54	15.32	24.45	63.53	65.86	55.49	11.93	18.82	20.05				
All Grades 24.54 15.32 24.45 63.53 65.86 55.49 11.93 18.82 20.05													

Research/Inquiry Investigating, analyzing, and presenting information													
	% Above	Standard	d	% At or N	lear Stan	dard	% Below Standard						
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19				
Grade 11	36.01	21.77	27.47	50.92	53.23	49.45	13.07	25.00	23.08				
All Grades 36.01 21.77 27.47 50.92 53.23 49.45 13.07 25.00 23.08													

CAASPP Results Mathematics(All Students)

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

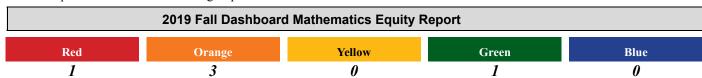
Lowest Performance

Red Orange Yellow Green Blue

Highest Performance

Blue

This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Groups

All Students	English Learners	Foster Youth
Orange 82.3 points below standard Declined -10 points 350	No Performance Color 178.3 points below standard Declined -12.1 points	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color 131.4 points below standard Declined Significantly -82.5 points 20	Orange 98.2 points below standard Declined -10.7 points	Orange 189.9 points below standard Increased ++4 points

	Overall Participation for All Students														
Grade	# of St	udents E	nrolled	# of Students Tested			# of 9	Students	with	% of Enrolled Students					
Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 11	443	396	376	436	376	363	436	376	363	98.4	94.9	96.5			
All Grades	443	396	376	436	376	363	436	376	363	98.4	94.9	96.5			

^{*} The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

			C	Overall	Achiev	ement	for All	Studer	nts						
Grade	Mean	Scale	Score	% Standard			% Standard Met			% Sta	ndard l	Nearly	% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2562.	2554.	2543.	9.86	6.65	8.82	20.18	19.41	17.36	25.00	26.33	20.39	44.95	47.61	53.44
All Grades	N/A	N/A	N/A	9.86	6.65	8.82	20.18	19.41	17.36	25.00	26.33	20.39	44.95	47.61	53.44

Concepts & Procedures Applying mathematical concepts and procedures													
Crade Level	% Ab	ove Stan	dard	% At o	r Near Sta	andard	% Be	elow Standard					
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19				
Grade 11	20.64	17.29	17.68	29.36	31.38	22.65	50.00	51.33	59.67				
All Grades	20.64 17.29 17.68 29.36 31.38 22.65 50.00 51.33 59												

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	11.70	7.98	12.98	47.94	45.21	40.33	40.37	46.81	46.69
All Grades	11.70	7.98	12.98	47.94	45.21	40.33	40.37	46.81	46.69

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	14.91	10.64	13.22	56.19	55.85	49.59	28.90	33.51	37.19
								37.19	

(B) 2019 Fall Dashboard College/Career 3-Year Performance

	Class of 2017	Class of 2018	Class of 2019
33.1 Prepared	39.8 Prepared	49.7 Prepared	44.1 Prepared
		22.2 Approaching Prepared	25.7 Approaching Prepared
41 Not Prepared	39.1 Not Prepared	28.2 Not Prepared	30.2 Not Prepared

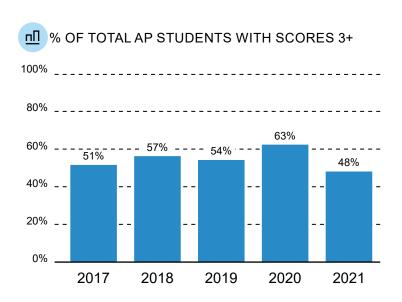
PSAT Results (2017-2020)

Class of 2020	Grade	Mean Score	Percentage Met Both Benchmarks	Mean Score (ERW)	Percentage Met Benchmark (ERW)	Mean Score (Math)	Percentage Met Benchmark (Math)
October 2017	10	859	22	434	46	425	24
October 2018	11 (367)	913	25	467	51	447	26

Class of 2021	Grade	Mean Score	Percentage Met Both Benchmarks	Mean Score (ERW)	Percentage Met Benchmark (ERW)	Mean Score (Math)	Percentage Met Benchmark (Math)
October 2018	10 (458)	861	23	439	52	423	24
October 2019	11 (442)	904	22	459	45	445	23
Class of 2022	Grade	Mean Score	Percentage Met Both Benchmarks	Mean Score (ERW)	Percentage Met Benchmark (ERW)	Mean Score (Math)	Percentage Met Benchmark (Math)
October 2019	10 (454)	866	20	438	50	429	21

Advanced Placement (AP) Participation & Passing Rates

One of the main focus areas of the instructional program is to increase proficiency rates for AP exams. The data demonstrates both an increase in the total number of AP classes offered, but the number of students participating in AP exams averages about 475 students. In 2021, there was a decline in student participation. Pasadena has seen an increase in passing rates in US History, English Languages, English Literature and Human Geography. However, during the 2020-2021 school year, there was a decrease in the number of students who participated in and passed AP exams. A full year of remote instruction due to COVID played a significant role in this decrease.



■ SCHOOL SUMMARY

	2017	2018	2019	2020	2021
Total AP Students	513	499	468	484	408
Number of Exams	1009	997	923	990	732
AP Students with Scores 3+	264	282	254	303	194
% of Total AP Students with Scores 3+	51.46	56.51	54.27	62.60	47.55

Advanced Placement Score Distribution - Five Year Trend

Subject	Score Level	2017	2018	2019	2020	2021
2-D Art and Design	1					
2-D Art and Design	2	7	1	1	2	
2-D Art and Design	3	13	8	10	6	2
2-D Art and Design	4		3	4	2	
2-D Art and Design	5	1	1		1	
2-D Art and Design	Total Exams	21	13	15	11	2
2-D Art and Design	Mean Score	2.76	3.31	3.2	3.18	3
Biology	1	22	23	24	17	12
Biology	2	67	57	51	39	45
Biology	3	23	22	28	35	15
Biology	4	4	8	9	4	10
Biology	5		2		4	1
Biology	Total Exams	116	112	112	99	83
Biology	Mean Score	2.08	2.19	2.2	2.38	2.31

Subject	Score Level	2017	2018	2019	2020	2021
Calculus AB	1	37	22	21	7	5
Calculus AB	2	23	13	20	35	5
Calculus AB	3	8	11	15	9	10
Calculus AB	4	5	7	7	7	3
Calculus AB	5	1	4	8	8	3
Calculus AB	Total Exams	74	57	71	66	26
Calculus AB	Mean Score	1.78	2.26	2.45	2.61	2.77
Calculus BC	1	2	4	2	4	5
Calculus BC	2	3	8	9	7	7
Calculus BC	3	2	7	5	10	2
Calculus BC	4		4	2	9	4
Calculus BC	5	2	5	5	4	7
Calculus BC	Total Exams	9	28	23	34	25
Calculus BC	Mean Score	2.67	2.93	2.96	3.06	3.04
Calculus BC: AB Subscore	1	2	4	1		5
Calculus BC: AB Subscore	2	1	7	6		5
Calculus BC: AB Subscore	3	2	5	7		3
Calculus BC: AB Subscore	4	2	5	3		3
Calculus BC: AB Subscore	5	2	7	6		9
Calculus BC: AB Subscore	Total Exams	9	28	23		25
Calculus BC: AB Subscore	Mean Score	3.11	3.14	3.3		3.24
Chemistry	1	2	15		5	5
Chemistry	2	5	3		4	2
Chemistry	3	1				4
Chemistry	4	2				4
Chemistry	5				1	3
Chemistry	Total Exams	10	18		10	18
Chemistry	Mean Score	2.3	1.17		1.8	2.89
Chinese Language and Culture	1		8	1	2	3
Chinese Language and Culture	2		1		1	

Subject	Score Level	2017	2018	2019	2020	2021
Chinese Language and Culture	3		4	3		3
Chinese Language and Culture	4		2	1	1	
Chinese Language and Culture	5		2		7	7
Chinese Language and Culture	Total Exams		17	5	11	13
Chinese Language and Culture	Mean Score		2.35	2.8	3.91	3.62
Computer Science A	1		5	7		
Computer Science A	2		1	2		
Computer Science A	3		1	6		
Computer Science A	4			2		
Computer Science A	5			2		
Computer Science A	Total Exams		7	19		
Computer Science A	Mean Score		1.43	2.47		
Computer Science Principles	1					2
Computer Science Principles	2				3	2
Computer Science Principles	3				11	5
Computer Science Principles	4				15	9
Computer Science Principles	5				12	5
Computer Science Principles	Total Exams				41	23
Computer Science Principles	Mean Score				3.88	3.57
English Language and Composition	1	11	21	10	20	18
English Language and Composition	2	47	40	35	23	39
English Language and Composition	3	27	23	23	18	20
English Language and Composition	4	15	9	10	11	11
English Language and Composition	5	6			6	6
English Language and Composition	Total Exams	106	93	78	78	94
English Language and Composition	Mean Score	2.6	2.22	2.42	2.49	2.45
English Literature and Composition	1	8	8	19	9	13
English Literature and Composition	2	26	24	23	24	26
English Literature and Composition	3	16	29	7	19	11
English Literature and Composition	4	6	10	2	10	3

Subject	Score Level	2017	2018	2019	2020	2021
English Literature and Composition	5	2	2	2	1	
English Literature and Composition	Total Exams	58	73	53	63	53
English Literature and Composition	Mean Score	2.45	2.64	1.96	2.52	2.08
Environmental Science	1	25	24	32	23	17
Environmental Science	2	11	9	23	16	21
Environmental Science	3	6	5	4	9	6
Environmental Science	4	12	9	7	10	4
Environmental Science	5	1	3	1	4	1
Environmental Science	Total Exams	55	50	67	62	49
Environmental Science	Mean Score	2.15	2.16	1.84	2.29	2
European History	1	16	8	19	16	23
European History	2	39	40	45	47	63
European History	3	30	33	23	29	26
European History	4	10	16	20	18	14
European History	5	1	4	3	11	7
European History	Total Exams	96	101	110	121	133
European History	Mean Score	2.39	2.68	2.48	2.68	2.39
Human Geography	1	12	12	16	12	9
Human Geography	2	6	5	11	5	6
Human Geography	3	11	16	13	17	3
Human Geography	4	16	16	7	12	8
Human Geography	5	11	8	9	13	13
Human Geography	Total Exams	56	57	56	59	39
Human Geography	Mean Score	3.14	3.05	2.68	3.15	3.26
Physics 1	1	5	9	2	5	4
Physics 1	2	4	7	7	3	2
Physics 1	3	4	7	7	3	1
Physics 1	4	5	6	4	4	1
Physics 1	5	2		1	1	
Physics 1	Total Exams	20	29	21	16	8

Subject	Score Level	2017	2018	2019	2020	2021
Physics 1	Mean Score	2.75	2.34	2.76	2.56	1.88
Physics C: Electricity and Magnetism	1				8	5
Physics C: Electricity and Magnetism	2				6	2
Physics C: Electricity and Magnetism	3				2	1
Physics C: Electricity and Magnetism	4				1	1
Physics C: Electricity and Magnetism	5				1	1
Physics C: Electricity and Magnetism	Total Exams				18	10
Physics C: Electricity and Magnetism	Mean Score				1.94	2.1
Physics C: Mechanics	1				3	2
Physics C: Mechanics	2				4	5
Physics C: Mechanics	3				3	3
Physics C: Mechanics	4				6	3
Physics C: Mechanics	5				2	1
Physics C: Mechanics	Total Exams				18	14
Physics C: Mechanics	Mean Score				3	2.71
Psychology	1	11	12	11	12	18
Psychology	2	6	12	9	3	9
Psychology	3	17	13	10	23	17
Psychology	4	11	19	12	14	10
Psychology	5	10	11	10	13	2
Psychology	Total Exams	55	67	52	65	56
Psychology	Mean Score	3.05	3.07	3.02	3.2	2.45
Spanish Language and Culture	1	3	3			
Spanish Language and Culture	2	16	9	5		4
Spanish Language and Culture	3	23	16	16	2	11
Spanish Language and Culture	4	14	16	14	21	6
Spanish Language and Culture	5	3	5	17	17	1
Spanish Language and Culture	Total Exams	59	49	52	40	22
Spanish Language and Culture	Mean Score	2.97	3.22	3.83	4.38	3.18
Statistics	1	9	12	10	10	2

Subject	Score Level	2017	2018	2019	2020	2021
Statistics	2	7	5		6	2
Statistics	3	5	4	4	3	2
Statistics	4	2	2	1	1	3
Statistics	5					
Statistics	Total Exams	23	23	15	20	9
Statistics	Mean Score	2	1.83	1.73	1.75	2.67
United States Government and Politics	1	37	16	20	25	17
United States Government and Politics	2	22	15	20	19	13
United States Government and Politics	3	12	12	16	15	13
United States Government and Politics	4	4	4	1	3	4
United States Government and Politics	5	1	3	1	4	3
United States Government and Politics	Total Exams	76	50	58	66	50
United States Government and Politics	Mean Score	1.82	2.26	2.02	2.12	2.26
United States History	1	59	58	29	28	
United States History	2	30	29	30	25	
United States History	3	33	26	18	27	
United States History	4	13	15	18	5	
United States History	5	18	3	9	6	
United States History	Total Exams	153	131	104	91	
United States History	Mean Score	2.35	2.05	2.5	2.3	

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade	Ove	erall	Oral Language		Written I	_anguage	Number of Students Tested						
Level	17-18	17-18 18-19 17-18 18-19 17-18 18-19					17-18	18-19					
Grade 9	1531.0	1537.8	1517.7	1539.4	1543.5	1535.7	24	20					
Grade 10	1515.1	1549.9	1504.3	1571.2	1525.4	1528.2	20	24					
Grade 11	1531.0	1471.3	1503.1	1453.3	1558.3	1489.1	21	12					
Grade 12	1546.4	*	1522.8	*	1569.2	*	17	10					
All Grades							82	66					

	Pe	ercentage	of Studen	Overal ts at Each	I Languag Performa	je ince Level i	for All Stu	dents			
Grade	Leve	el 4	Lev	rel 3	Lev	vel 2	Lev	el 1		lumber idents	
Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	15.00	*	40.00	*	35.00	*	10.00	24	20	
10	*	12.50	*	50.00	*	29.17	*	8.33	20	24	
11	*	8.33	52.38	16.67	*	41.67	*	33.33	21	12	
12	*	*	*	*	*	*	*	*	17	*	
All Grades	21.95	10.61	35.37	37.88	25.61	31.82	17.07	19.70	82	66	
Oral Language Percentage of Students at Each Performance Level for All Students											
Grade	Level 4		Level 3		Level 2		Level 1		Total Number of Students		
Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	30.00	*	40.00	*	25.00	*	5.00	24	20	
10	*	41.67	*	41.67	*	8.33	*	8.33	20	24	
11	*	16.67	*	16.67	*	33.33	*	33.33	21	12	
12	*	*	*	*	*	*	*	*	17	*	
All Grades	40.24	28.79	28.05	36.36	19.51	18.18	*	16.67	82	66	
	Po	ercentage	of Studen		n Languag Performa	e ince Level t	for All Stu	dents			
Grade	Leve	el 4	Lev	rel 3	Lev	rel 2	Lev	el 1		lumber idents	
Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9		5.00	*	20.00	*	45.00	*	30.00	24	20	
10	*	0.00	*	12.50	*	50.00	*	37.50	20	24	
11	*	8.33	*	0.00	*	58.33	*	33.33	21	12	
12	*	*	*	*	*	*	*	*	17	*	
All Grades	*	3.03	35.37	10.61	30.49	46.97	24.39	39.39	82	66	

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Well Dev	veloped	Somewhat/	Moderately	Begi	nning	Total Number of Students					
Level	17-18	18-19	17-18	18-19	3-19 17-18 1		17-18	18-19				
9	*	10.00	45.83	70.00	*	20.00	24	20				
10	*	8.33	*	66.67	*	25.00	20	24				
11	*	0.00	*	41.67	*	58.33	21	12				
12	*	*	*	*	*	*	17	*				
All Grades	37.80	6.06	42.68	60.61	19.51	33.33	82	66				

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Well Dev	veloped	Somewhat/	Moderately	Begi	nning	Total Number of Students					
Level	17-18 18-19		17-18	18-19	17-18 18-19		17-18	18-19				
9	*	85.00	50.00	10.00	*	5.00	24	20				
10	*	91.67	*	0.00	*	8.33	20	24				
11	61.90	41.67	*	33.33	*	25.00	21	12				
12	64.71	*	*	*	*	*	17	*				
All Grades	53.66	75.76	34.15	10.61	*	13.64	82	66				

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Well Dev	veloped	Somewhat/	Moderately	Begi	nning	Total Number of Students					
Level	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19				
9	*	5.00	*	55.00	54.17	40.00	24	20				
10	*	4.17	*	45.83	*	50.00	20	24				
11	*	8.33	52.38	33.33	*	58.33	21	12				
12	*	*	*	*	*	*	17	*				
All Grades	*	4.55	45.12	42.42	45.12	53.03	82	66				

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade	Well Dev	/eloped	Somewhat/Moderately		Begi	nning	Total Number of Students					
Level	17-18	18-19	17-18 18-19 17-18 18		18-19	17-18	18-19					
9	*	0.00	87.50	95.00	*	5.00	24	20				
10	*	8.33	60.00	87.50	*	4.17	20	24				
11	*	16.67	*	58.33	*	25.00	21	12				
12	*	*	64.71	*		*	17	*				
All Grades	29.27	6.06	64.63	78.79	*	15.15	82	66				

LCFF Priority 5 - Pupil Engagement

2019 Fall Dashboard Graduation Rate Equity Report Red Orange Yellow Green Blue 0 0 2 1 4

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

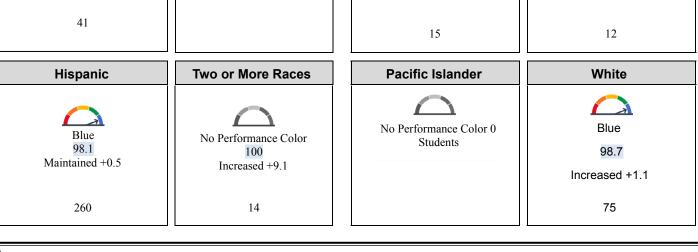
2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	No Performance Color
97.6 Maintained +0.3	94.4 Maintained +0.3	Less than 11 Students - Data Not Displayed for Privacy 9
418	36	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Blue	Blue	Yellow
100	97.9	89.1
Increased +9.7	Maintained +0.3	Maintained -0.7
38	332	55

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American American Indian Filipino Asian No Performance Color 0 Yellow No Performance Color No Performance Color Students 92.7 93.3 100 Declined -5.9 Declined -1.7 Increased +6.7 41 15 12



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year
2018
97.4
2019
97.6

Chronic Absenteeism

There was a slight decline in Chronic Absenteeism 10.1% in the 2016-2017 school year to the 2018-2019 school year. Due to COVID-19, data for the 2019-2020 school year is inconclusive.

	2015-16		2016-17		2017-18		2018	2019-20	
Chronically Absent	N/A	N/A	186	10.1%	178	9.6%	175	9.7%	N/A
Total									
Students			1846		1863		1804		

LCFF Priority 6 - School Climate

Suspension rate

School Year	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
2017-2018	1,902	113	74	3.90%	75.70%	24.30%
2018-2019	1,847	54	43	2.30%	81.40%	18.60%
2019-2020	1,952	59	41	2.10%	78.00%	22.00%

Student Group	Color	Status Level	Change Level	CURRENT STATUS 2018-19 Suspension Rate	CHANGE Difference between 2018-19 Suspension Rate and 2017- 18 Suspension Rate	Number of Stu- dents Suspend- ed in 2018-19	Number of Stu- dents Enrolled in 2018-19	Number of Stu- dents Suspend- ed in 2017-18	Number of Students Enrolled in 2017- 18	Prior STATUS 2017-18 Suspen- sion Rate (round- ed)	Non-certi- fied data flag **	Student Popu- lation < 150:3x5 grid applied
All Students	Green	Medium	Declined	2.3%	-1.6%	43	1,847	74	1,902	3.9%	N	N
English Learners	Green	Medium	Declined	3.3%	-3.9%	3	90	8	110	7.3%	N	Y
Foster Youth	Orange	Very High	Declined	11.8%	-12.8%	6	51	13	53	24.5%	N	Y
Homeless	Green	Medium	Declined	2.0%	-0.8%	2	99	2	70	2.9%	N	Υ
Socioeco- nomically Disadvan- taged	Green	Medium	Declined	3.0%	-1.4%	36	1,219	55	1,256	4.4%	N	N
Students with Disabilities	Yellow	High	Declined Signifi- cantly	7.0%	-5.4%	19	270	33	265	12.5%	N	N
African American	Yellow	High	Declined Signifi- cantly	6.4%	-3.5%	14	218	24	241	10.0%	N	N
American Indian or Alaska Native	None	Medium	Declined	%	%		4		4	%	N	Y
Asian	Blue	Very Low	Main- tained	0.0%	0.0%	0	56	0	61	0.0%	N	Y
Filipino	Blue	Very Low	Main- tained	0.0%	0.0%	0	40	0	45	0.0%	N	Y
Hispanic	Green	Medium	Declined	2.1%	-1.3%	24	1,130	39	1,151	3.4%	N	N
Native Hawaiian or Pacific Islander	None			%	%		8		7	%	N	Y
White	Green	Low	Declined	1.5%	-0.4%	5	328	6	318	1.9%	N	N
Two or More Races	Blue	Very Low	Declined	0.0%	-6.7%	0	63	5	75	6.7%	N	Y

California Healthy Kids Survey or other School Conditions and Climate Surveys

Students in grades 9 and 11 completed the California Healthy Kids Survey with a respondent rate of 86% and 65%, respectively, in each grade level. Overall summary of key indicators shows favorable ratings with regard to School Engagement and Supports, School Safety, and minimal instances of substance abuse. Here are our findings with each key indicator:

School Engagement and Supports

Students identified with "agree" or "strongly agree" at 81% with regard to academic motivation. Students agree that they try hard and always want to do better. Students did not score as high when examining meaningful participation. Students do not feel as though they do not have a say in how things work and that they do not help decide school activities and rules. Students were neutral with regard to the school being clean and tidy.

School Safety

One third of students in grade nine reported an experience with bullying or harassment and having rumors or lies spread about them. This area was also higher than others as it pertained to school safety for eleventh graders.

Substance Use and Mental Health

While instances of drug use were low, one area of concern is that a third of students, 33% in ninth grade and 34% in eleventh grade, experienced chronic sadness and hopelessness.

Core Module Results

1. Survey Sample

Table A1.1
Student Sample for Core Module

	Grade 9	Grade 11
Student Sample Size		
Target sample	444	380
Final number	384	248
Response Rate	86%	65%

2. Summary of Key Indicators

Key Indicators of School Climate and Student Well-Being

-	Grade 9	Grade 11	Table
School Engagement and Supports			
School connectedness [†]	70	60	A4.6
Academic motivation [†]	81	75	A4.6
Chronic truancy (twice a month or more often)§	2	4	A4.2
Caring adult relationships [‡]	64	65	A4.5
High expectations [‡]	77	73	A4.5
Meaningful participation [‡]	24	29	A4.5
Facilities upkeep [†]	37	31	A4.13
Parent involvement in school [†]	57	48	A4.6
School Safety			
School perceived as very safe or safe	64	63	A5.1
Experienced any harassment or bullying§	31	21	A5.2
Had mean rumors or lies spread about you§	27	28	A5.3
Been afraid of being beaten up§	15	8	A5.4
Been in a physical fight§	8	8	A5.4
Seen a weapon on campus§	12	7	A5.6
Substance Use and Mental Health			
Current alcohol or drug use¶	16	18	A6.5
Current marijuana use [¶]	12	11	A6.5
Current binge drinking¶	3	1	A6.5
Very drunk or "high" 7 or more times, ever	6	8	A6.7
Been drunk or "high" on drugs at school, ever	9	9	A6.9
Current cigarette smoking [¶]	1	0	A7.3
Current electronic cigarette use [¶]	10	5	A7.3
Experienced chronic sadness/hopelessness§	33	34	A8.4
Considered suicide§	13	11	A8.5

[†]Average percent of respondents reporting "Agree" or "Strongly agree."

 $^{{\}it \pm Average percent of respondents reporting "Pretty much true"} or "Very much true."$

[§]Past 12 months.

[¶]Past 30 days.

School Environment Scales (Developmental Supports)

	Grade 9 %	Grade 11 %	Table
Total school supports			
Average reporting "Pretty much true" or "Very much true"	55	56	
High	27	26	
Moderate	58	54	
Low	15	20	
Caring adults in school			
Average reporting "Pretty much true" or "Very much true"	64	65	A4.7
High	30	33	
Moderate	58	57	
Low	11	10	
High expectations-adults in school			
Average reporting "Pretty much true" or "Very much true"	77	73	A4.8
High	48	42	
Moderate	46	50	
Low	6	8	
Meaningful participation at school			
Average reporting "Pretty much true" or "Very much true"	24	29	A4.9
High	4	8	
Moderate	40	38	
Low	56	54	

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale. Respondents were categorized as being "High," "Moderate," and "Low" based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from "Not at all true" (1), "A little true" (2), "Pretty much true" (3), and "Very much true" (4). Students were classified as "High" if their average question response was greater than 3; "Moderate" if their average question response was less than 2.

School Connectedness, Academic Motivation, and Parent Involvement Scales

	Grade 9	Grade 11 %	Table
School connectedness			
Average reporting "Agree" or "Strongly agree"	70	60	A4.10
High	62	49	
Moderate	34	42	
Low	4	9	
Academic motivation			
Average reporting "Agree" or "Strongly agree"	81	75	A4.11
High	38	32	
Moderate	49	50	
Low	13	18	
Parent involvement in school			
Average reporting "Agree" or "Strongly agree"	57	48	A4.12
High	39	31	
Moderate	48	50	
Low	13	19	

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale. Respondents were categorized as being "High," "Moderate," and "Low" based on the averages of the questions that comprise each scale. The response options for the survey questions that make up each scale range from "Strongly disagree" (1), "Disagree" (2), "Neither disagree nor agree" (3), "Agree" (4), and "Strongly agree" (5). The following thresholds were used to classify question averages into "High," "Moderate," and "Low" categories:

	School Connectedness	Academic Motivation	Parent Involvement in School
High	> 3.75	≥ 4	> 4.25
Moderate	\geq 2.5 and \leq 3.75	≥ 3 and ≤ 4	> 3.25 and ≤ 4.25
Low	< 2.5	< 3	≤3.25

Caring Relationships Scale Questions	Grade 9	Grade 11
	%	%
Caring adults in school Average reporting "Pretty much true" or "Very much true"	64	65
At my school, there is a teacher or some other adult		
who really cares about me.		
Not at all true	10	8
A little true	29	29
Pretty much true	37	37
Very much true	24	26
who notices when I'm not there.		
Not at all true	10	12
A little true	27	27
Pretty much true	39	35
Very much true	25	26
who listens to me when I have something to say.		
Not at all true	7	6
A little true	24	22
Pretty much true	38	39
Very much true	31	32

Question HS/MS A.35, 37, 39: At my school, there is a teacher or some other adult... who really cares about me... who notices when I am not there... who listens to me when I have something to say.

High Expectations Scale Questions	Grade 9	Grade 11
	%	%
High expectations-adults in school	77	73
Average reporting "Pretty much true" or "Very much true"	, ,	73
At my school, there is a teacher or some other adult		
who tells me when I do a good job.		
Not at all true	6	7
A little true	21	27
Pretty much true	39	36
Very much true	35	30
who always wants me to do my best.		
Not at all true	5	4
A little true	12	18
Pretty much true	40	38
Very much true	43	40
who believes that I will be a success.		
Not at all true	7	6
A little true	18	21
Pretty much true	38	36
Very much true	37	37

Question HS/MS A.36, 38, 40: At my school, there is a teacher or some other adult... who tells me when I do a good job... who always wants me to do my best... who believes that I will be a success.

Meaningful Participation Scale Questions	Grade 9	Grade 11
	%	%
Meaningful participation at school	24	29
Average reporting "Pretty much true" or "Very much true"		
At school		
I do interesting activities.		
Not at all true	16	15
A little true	31	31
Pretty much true	29	30
Very much true	24	23
I help decide things like class activities or rules.		
Not at all true	50	54
A little true	32	25
Pretty much true	13	15
Very much true	5	6
I do things that make a difference.		
Not at all true	32	37
A little true	42	30
Pretty much true	19	24
Very much true	7	9
I have a say in how things work.		
Not at all true	47	44
A little true	35	32
Pretty much true	14	16
Very much true	4	8
I help decide school activities or rules.		
Not at all true	73	66
A little true	20	19
Pretty much true	5	9
Very much true	2	6

Question HS/MS A.41-45: At school... I do interesting activities... I help decide things like class activities or rules... I do things that make a difference... I have a say in how things work... I help decide school activities or rules.

School Connectedness Scale Questions	Grade 9	Grade 11
	%	%
School connectedness		
Average reporting "Agree" or "Strongly agree"	70	60
I feel close to people at this school.		
Strongly disagree	3	4
Disagree	5	6
Neither disagree nor agree	21	26
Agree	49	40
Strongly agree	23	24
I am happy to be at this school.		
Strongly disagree	3	3
Disagree	3	8
Neither disagree nor agree	20	31
Agree	49	41
Strongly agree	26	16
I feel like I am part of this school.		
Strongly disagree	2	6
Disagree	5	7
Neither disagree nor agree	33	34
Agree	40	37
Strongly agree	20	15
The teachers at this school treat students fairly.		
Strongly disagree	3	6
Disagree	6	9
Neither disagree nor agree	22	30
Agree	48	43
Strongly agree	20	13
I feel safe in my school.		
Strongly disagree	1	2
Disagree	3	6
Neither disagree nor agree	20	22
Agree	57	53
Strongly agree	18	17

Question HS/MS A.22-26: How strongly do you agree or disagree with the following statements?. If eel close to people at this school... I am happy to be at this school... I feel like I am part of this school. The teachers at this school treat students fairly I feel safe in my school.

Academic Motivation Scale Questions	Grade 9	Grade 11
	%	%
Academic motivation		
Average reporting "Agree" or "Strongly agree"	81	75
I try hard to make sure that I am good at my schoolwork.		
Strongly disagree	1	0
Disagree	2	3
Neither disagree nor agree	10	14
Agree	45	45
Strongly agree	42	38
I try hard at school because I am interested in my work.		
Strongly disagree	3	4
Disagree	6	10
Neither disagree nor agree	24	28
Agree	40	39
Strongly agree	27	20
I work hard to try to understand new things at school.		
Strongly disagree	2	1
Disagree	3	3
Neither disagree nor agree	13	18
Agree	46	49
Strongly agree	37	29
I am always trying to do better in my schoolwork.		
Strongly disagree	1	1
Disagree	1	2
Neither disagree nor agree	10	16
Agree	43	42
Strongly agree	45	40

Question HS/MS A.31-34: How strongly do you agree or disagree with the following statements?. I try hard to make sure that I am good at my schoolwork... I try hard at school because I am interested in my work. I work hard to try to understand new things at school. I am always trying to do better in my schoolwork. Note: Cells are empty if there are less than 10 respondents.

Key Indicators of School Climate and Student Well-Being

	Grade 9	Grade 11	Table
	%	%	
School Engagement and Supports	7	6	A4.6
School connectedness [†]	0	0	
Academic motivation [†]	8	7	A4.6
	1	5	
Chronic truancy (twice a month or more often)§	2	4	A4.2
Caring adult relationships‡	6	6	A4.5
	4	5	
High Expectations [‡]	7	7	A4.5
	7	3	
Meaningful participation [‡]	2	2	A4.5
	4	9	
Facilities upkeep [‡]	3	3	A4.13
	7	1	
Parent involvement in school [†]	5	4	A4.6
	7	8	
School Safety	6	6	A5.1
School perceived as very safe or safe	4	3	
Experienced any harassment or	3	2	A5.2
bullying [§]	1	1	
Had mean rumors or lies spread	2	2 8	A5.3
about you	7	8	
Been afraid of being beaten up§	1 5	ð	A5.4
Poon in a physical fights	8	8	
Been in a physical fight [§]	<u> </u>	о	A5.4
Seen a weapon on campus§	1	7	A5.6
	2		
Substance Use and Mental Health	1	1	A6.5
Current alcohol or drug use [¶]	6	8	
Current marijuana use [¶]	1	1	A6.5
	2	1	
Current binge drinking¶	3	1	A6.5
Very drunk or "high" 7 or more times, ever	6	8	A6.7
Been drunk or "high" on drugs at school, ever	9	9	A6.9

	Grade 9 %	Grade 11 %	Table
Current cigarette smoking [¶]	1	0	A7.3
Current electronic cigarette use¶	1 0	5	A7.3
Experienced chronic sadness/hopelessness§	3 3	3 4	A8.4
Considered suicide [§]	1 3	1 1	A8.5

Expulsion Rate

School Year	Cumulative Enrollment	Total Expulsions	Unduplicated Count of Students Expelled	Expulsion Rate
2017-2018	1,902	0	0	0.00%
2018-2019	1,847	0	0	0.00%
2019-2020	1,952	0	0	0.00%

Discipline Referrals

When examining cohorts, the Class of 2020 saw a significant reduction in referrals from tenth grade in 2017-18 to 2019-20. We saw a rise in referrals among the cohorts during the 2018-2019 school year among tenth and eleventh graders, however, the reduction among seniors during the same year dropped significantly from eleventh grade. While the 2019-20 school year was dismissed due to COVID, there was concern among the referrals from the incoming ninth grade class.

School Year	9th Grade	10th Grade	11th Grade	12th Grade	Total
2017-2018	45	254	488	282	1069
2018-2019	140	368	449	101	1058
2019-2020	301	372	151	83	907

Student Clubs, Organizations, Athletics, and Fine Arts Activities at Pasadena High School

Clubs/ Organizations	Athletics	Fine Arts & Other
California Scholarship Federation	Cross Country (co-ed)	Marching Band
National Honor Society	Boy's Water Polo	Jazz Band
Yearbook	Football (co-ed)	Choir
Architecture Club	Girl's Tennis	Musical Theater
Anime Club	Girl's Volleyball	Film History
Armenian Club	Cheer Squad (active throughout the school year)	Drama
Asian Pacific Islander Club	Boy's Basketball	Art
Astronomy Club	Boy's Soccer	Dance
Audio-Visual Club	Girl's Basketball	
Black Student Union (BSU)	Girl's Soccer	
Book Club	Girl's Water Polo	
Chess Club	Baseball	
Christian Club	Boy's Tennis	
Culinary Club	Golf (co-ed)	
Fishing Club	Softball	
Green Club	Swimming (co-ed)	
Interact/Rotary Club	Track and Field (co-ed)	
Latin American Student Association (LASA)		
Leo Club		
Model A Ford Club		
Model Building Club		
<u>Orchesis</u>		
Puente Club		
Robotics Team		
Science Club		
Sexual and Gender Acceptance (SAGA)		
S.H.I.E.L.D Club (LPS)		
Spanish Club		

Clubs/ Organizations	Athletics	Fine Arts & Other
Sports Medicine Club		
Young Life		

LCFF Priority 7 - Access to a Board Course of Study

Percentage of Students by CCI Level for each Student Group

We have a majority of our students that are approaching or are prepared by having met the CCI indicators. While a majority of students meet prepared level by completing a-g requirement, there is still a desire to increase this number. Our African American students, students with disabilities, and our English Learners lag behind their counterparts with respect to meeting the "Prepared" CCI level as observed in the following two tables.

CCI Level	All Students	African American	Asian	Filipino	Hispanic	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Homeless Students
Percentage Prepared	44.10%	22.00%	73.30%	83.30%	39.20%	58.10%	57.10%	8.30%	39.90%	18.20%	44.70%
Percentage Approaching Prepared	25.70%	31.70%	0.00%	8.30%	27.70%	24.30%	21.40%	25.00%	25.40%	20.00%	18.40%
Percentage Not Prepared	30.20%	46.30%	26.70%	8.30%	33.10%	17.60%	21.40%	66.70%	34.70%	61.80%	36.80%

Number and Percent of Prepared Students In the Cohort by Race/Ethnicity

Student Group - Prepared	Percent Prepared	# Students Prepared
All Prepared Students	100.00%	184
African American	4.90%	9
Asian	6.00%	11
Filipino	5.40%	10
Hispanic	55.40%	102
Two or More Races	4.30%	8
White	23.40%	43
English Learners	1.60%	3
Socioeconomically Disadvantaged	71.70%	132
Students with Disabilities	5.40%	10
Foster Youth	*	*
Homeless	9.20%	17

How Students Met Prepared

Many students met "Prepared" level by completing a-g requirements, although students attaining "Prepared" can improve in the areas of meeting the standards on the Smarter Balanced Assessment. In our analysis, we find that students eligible for attaining the State Seal of Biliteracy often fall short of this due to not meeting the standard on the Mathematics Smarter Balanced Exam, thus preventing students from earning this. While we have improved efforts to enroll more students in Advanced Placement courses, we will need to focus on ensuring take the exams and earn credit.

					(0.1% - 25.0%) (L1)	(25.1% - 50.0%) (L2)	(50.1% - 75.0%) (L3)	(75.1% - 100%) (L4)			
Measure	All	African American	Asian	Filipino	Hispanic	White	Two or More Races	English Learners	Socio-economic Disadvantaged	Students with Disabilities	Homeless Students
CTE Pathway Completion	27.7 % (51) (L2)	0.0% (0) (L1)	18.2% (2) (L1)	40.0% (4) (L2)	35.3% (36) (L2)	18.6% (8) (L1)	12.5% (1) (L1)	33.3% (1) (L2)	32.6% (43) (L2)	0.0% (0) (L1)	35.3% (6) (L2)
Smarter Balanced Assessment	(L2) 40.2 % (74) (L2)	11.1% (1) (L1)	18.2% (2) (L1)	40.0% (4) (L2)	36.3% (37) (L2)	58.1% (25) (L3)	50.0% (4) (L2)	0.0% (0) (L1)	37.9% (50) (L2)	10.0% (1) (L1)	29.4% (5) (L2)
College Credit Course	0.0 % (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)
Advanced Placement	34.2 % (63) (L2)	22.2% (2) (L1)	45.5% (5) (L2)	50.0% (5) (L2)	25.5% (26) (L2)	48.8% (21) (L2)	37.5% (3) (L2)	66.7% (2) (L3)	27.3% (36) (L2)	40.0% (4) (L2)	17.6% (3) (L1)

a-g	86.4 % (159)	100.0% (9)	81.8% (9)	90.0% (9)	80.4% (82)	97.7% (42)	87.5% (7)	66.7% (2)	83.3% (110)	100.0% (10)	82.4% (14)
Completion	(L4)	(L4)	(L4)	(L4)	(L4)	(L4)	(L4)	(L3)	(L4)	(L4)	(L4)
State Seal of Biliteracy	9.2 % (17) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	16.7% (17) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	12.9% (17) (L1)	0.0% (0) (L1)	17.6% (3) (L1)
Leadership/ Military Science	1.1 % (2) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	2.0% (2) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	0.0% (0) (L1)	1.5% (2) (L1)	0.0% (0) (L1)	0.0%

Percentage of students meeting UC a-g Requirements

While overall trends have declined with respect to the students meeting the UC a-g requirements, numbers among African American students, Hispanic, and White students have declined over the last three school years. The course approval process is the responsibility of the Assistant Principal of Curriculum and Instruction.

	2016-2017	2017-2018	2018-2019	2019-2020
		All		
Number of Grads	432	451	418	377
Grads met req	174	239	204	173
% of grads met req	40	53	48	45
		Hispa	nic	
Number of Grads	240	251	264	230
Grads met req	81	111	108	94
% of grads met req	34	44	40	40
		African Ar	nerican	
Number of Grads	51	69	54	60
Grads met req	20	35	23	23
% of grads met req	39	51	42	38
		Whit	te	
Number of Grads	78	81	80	70
Grads met req	45	60	58	39
% of grads met req	58	74	72	55
		Asia	n	
Number of Grads	23	19	35	32
Grads met req	11	13	23	26
% of grads met req			65	81

College and Career Readiness

		High			Enrolled	In-State		Enrolled O	ut-Of-State
Race / Ethnicity	High School Completers	School Completers Enrolled in College	College-Goi ng Rate	University of California	California State University	California Communit y College	Private 2- and 4-Year College	4-Year College (Public/Pri vate)	2-Year College (Public/Pri vate)
African American	70	57	81.40%	3	11	32	2	9	0
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
Asian	19	17	89.50%	6	1	5	4	1	0
Filipino	14	11	78.60%	1	4	6	0	0	0
Hispanic or Latino	247	186	75.30%	11	26	133	6	10	0
Pacific Islander	*	*	*	*	*	*	*	*	*
White	80	75	93.80%	22	9	35	7	2	0
Two or More Races	11	10	90.90%	0	1	4	2	3	0

LCFF Priority 8 - Other Pupil Outcomes

Each year, the School Site Council, administration, and department chairs work collaboratively to develop the school's budget with respect to Title I and LCFF Supplemental and Concentration funds.

	2020-21	2019-2020
Total Funds Provided to the School Through the Consolidated Application	\$406,958.00	\$303,463.00
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$165,542.00	\$122,688.00
Other State/Local Funds provided to the school	\$241,416.00	\$180,775.00
Federal Programs Funding Sources		
Title I	\$165,542.00	\$122,688.00
State or Local Programs Funding Sources		
LCFF - Supplemental and Concentration (S/C)	\$241,416.00	\$180,775.00

Perception Data

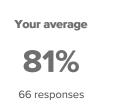
Based upon our most recent survey conducted in May 2021 of students, teachers, and families, perception data indicates that the majority of those surveyed have favorable attitudes toward PHS. Students' responses were similar to the district in the following areas: climate of support for academic learning, knowledge and fairness of discipline, rules and norms; and safety. PHS scored below the district average in the area of school connectedness. While students feel treated fairly and are happy to be at PHS and a part of the community, most students indicated that they neither agree nor disagree, disagree, or strongly disagree with the statement "I feel close to people at school". This was not true when students were given a similar question in the CHKS (see section LCFF Priority 6) conducted during the 2018-2019 school year. The difference could be attributed to the remote learning setting over the last year and a half of school. As it pertains to the "Climate of Support for Academic Learning" section, the statement "Teachers go out of their way to help students" yielded a 76% favorable response rate. This was the lowest rated question in this section and it would be beneficial to delve into this and gain a better understanding on what this looks like for students and how to better support them. 95% of families responded positively to school safety, and 85% rated the category of "knowledge and fairness of discipline, rule and norms" positively. One area that requires attention pertains to the question "School staff responds to my needs in a timely manner.", which had a74% favorable rating, one of the lowest scoring items. With respect to staff survey responses, one area that will require exploring is "Knowledge and Fairness of Discipline, Rules, and Norms". Items with less favorable responses include clear communication regarding rules and the consequences of breaking school rules, behavioral expectations, and how student discipline and behavioral problems are handled.

Summary

Results	Compa	nrison
81%	91%	Pasadena Unified School District
85%	90%	Pasadena Unified School District
95%	97%	Pasadena Unified School District
85%	93%	Pasadena Unified School District
	81% 85% 95%	81% 91% 85% 90% 97%

66 responses

Climate of Support for Academic Learning

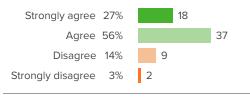


District average: 91% Pasad

Pasadena Unified School District

How did people respond?

Q.1: This school provides high quality instruction to my child.



Favorable: 83%

Q.2: This school has high expectations for all students.



Favorable: 79%

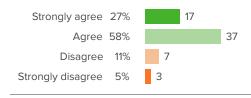
Knowledge and Fairness of Discipline, Rules and Norms



District average: 90% Pasadena Unified School District

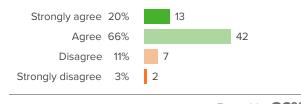
How did people respond?

Q.1: This school clearly informs students what would happen if they break school rules.



Favorable: 84%

Q.2: At this school, discipline is fair.



Favorable: 86%

Safety

Your average

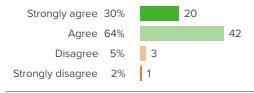
95%

66 responses

District average: **97%** Pasadena Unified School District

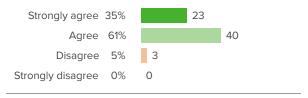
How did people respond?

Q.1: My child is safe in the neighborhood around the school.



Favorable: 94%

Q.2: My child is safe in online class sessions or on school grounds.



Favorable: 95%

Sense of Belonging (School Connectedness)

Your average

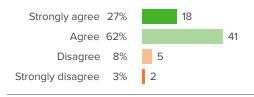
66 responses

District average:

93% Pasadena Unified School District

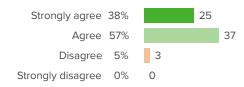
How did people respond?

Q.1: I feel welcome to participate at this school.



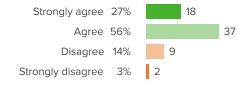
Favorable: 89%

Q.2: School staff treats me with respect.



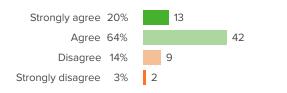
Favorable: 95%

Q.3: School staff takes my concerns seriously.



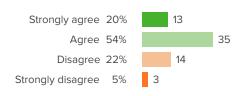
Favorable: 83%

Q.4: School staff welcomes my suggestions.



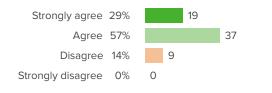
Favorable: 83%

Q.5: School staff responds to my needs in a timely manner.



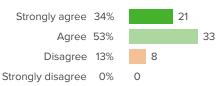
Favorable: 74%

Q.6: School staff is helpful.



Favorable: 86%

Q.7: My child's background (race, ethnicity, religion, economic status) is valued at this school.



Favorable: 87%

Summary of Profile

Looking at all of the above data, Pasadena High School has identified the following implications with respect to student performance:

- The need to increase proficiency in English, math and science on the CAASPP, especially for
- The need to increase EL reclassification and proficiency
- The need to address the African-American subgroup for all indicators
- The need to increase preparedness on the College and Career Indicators from the California Dashboard for all students, especially African American, Students with Disabilities, and English Learners
- The need increase the number of students taking and passing AP tests

Pasadena High School's three major preliminary student learner needs based on the data are:

- Students need to strengthen research, inquiry, and problem-solving skills in order to be more successful in rigorous courses and college benchmark assessments
- Targeted support for African American and English Learners student population to improve achievement on CAASPP ELA and Mathematics assessments

Questions that the Focus Groups had after reviewing the data include:

- What support can we put in place for the SPED and EL populations to increase student achievement on CAASPP assessment and?
 - What support can we put in place for the African American students?
 - What types of assistance and guidance can we implement in order to increase the school's a-g completion rate?
 - What type of learning activities and assignments will give students more opportunities to practice research, inquiry, problem solving, and academic writing?
 - How can we increase the students' college and career preparedness to increase the school's college going rate?
 - How can we increase dual enrollment and AP enrollment to help students receive college units, especially in mathematics and science courses?



Chapter III: Self-Study Findings

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and the academic standards.

A1. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

A1.1. Vision – Mission – Schoolwide Learner Outcomes – Profile: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, a belief that all students can learn and be college and career ready, and aligned with district goals for students.

Findings Supporting Evidence

A1.1 Pasadena High School has clear, coherent vision and mission statements for what students should know and demonstrate. The vision and mission statements are aligned with our district's vision and mission, which are based on high-level standards and a belief that all students can learn and be college and career ready.

Vision:

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

Mission Statement:

The dedicated professionals of Pasadena Unified School District provide a caring, engaging, challenging educational experience for every student, every day in partnership with our families and communities.

In an effort to achieve the mission and vision, we have aligned our Student Learning Outcomes with our PUSD Graduate Profile. Students are encouraged to explore academic disciplines while refining their individual talents and interests. Participation in athletics, extra-curricular activities,

- Mission and vision visible on all professional development and campus
- meeting documentsPUSD Graduate Profile Posters
- PHS Website
- WASC Focus Group Meetings
- SSC Meetings
- ELAC Meetings
- PTSA Meetings
- Senior Portfolio and Defense

leadership, and community service is encouraged to foster personal and intellectual independence. Upon graduation, each of our students will be:

Critical Thinker

Our graduates analyze and evaluate information critically and competently, propose solutions based upon studied data, demonstrate cognitive flexibility, demonstrate perseverance, and effectively solve problems.

Creative & Innovative Thinker

Our graduates create original work that demonstrates thoughtful and reflective approaches, provide original solutions to problems, and use obstacles and setbacks as opportunities to learn, reflect, and improve.

Communicator

Our graduates acquire multilingual verbal and written skills, advocate for their future and communicate personal value, listen effectively, and have the ability to deliver information effectively in multiple formats.

Collaborator

Our graduates share responsibility for collaborative work, practice interpersonal and social skills in order to build positive relationships, learn to work effectively on diverse teams, and build consensus while making decisions.

Culturally Competent Global Citizen

Our graduates are contributing members of society, understand their own and others' cultural heritage, utilize their cultural knowledge to engage in diverse world, value and use the arts as a fundamental form of human expression, behave with integrity, are compassionate and have empathy toward others, volunteer and give back to their community, and return to the PUSD community.

College & Career Ready

Our graduates demonstrate academic and professional excellence, develop and acquire strong organizational skills to support academic and personal growth to be prepared for their post-secondary program of their choice.

Healthy Mind and Body

Our graduates are internally driven and resilient to overcome challenges, have respect for themselves and others, and build self-confidence and pursue their passions.

In the Mission and Vision Statement, the outcome associated with a healthy mind and body was found to have been understated. As the COVID pandemic has put these issues into the foreground, strategies have been put into place to better support students. However, they have not been organized into a coherent system that is integrated into the schoolwide culture.

A1.2. Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
A1.2 Pasadena High School revisits our Vision, Mission, and Schoolwide Learner Outcomes each year in an effort to ensure they reflect our school community. Since our last WASC mid-cycle visit, we revisited our Student Learner Outcomes and determined the best course of action was to align our SLOs with our district's Graduate Profile. This helps to streamline what is expected of our students. While this is currently in place, an annual process needs to be developed by which students, teachers, and families can have more involvement and input into the process. During the 2020-21 school year, students from PHS participated in a districtwide Student Think Tank and will present their findings and suggestions toward our Vision, Mission, and Schoolwide Learner Outcome.	 Mission and Vision Statements A Monday Agendas Student handbook School website School Site Council Meetings PTSA Meetings ELAC Meetings ASB Meetings

A1.3. Understanding of Vision, Mission, Schoolwide Learner Outcomes, District LCAP: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the district LCAP.

Findings	Supporting Evidence
Each year, families are presented with the final version of site LCAP goals to ensure compliance with our site's Vision, Mission and Schoolwide Learner Outcomes. These occur during our School Site Council meetings, ELAC meetings, and PTSA meetings. We also discuss goals and ensure alignment to the vision, mission, schoolwide learner outcomes/graduate profile, and our District LCAP during ILT meetings. Grade-level meetings are conducted at the beginning of each school year. Students are provided vital information related to school rules, policies, procedures, and behavioral and academic expectations.	 PHS SPSA SSC meetings ELAC meetings PTSA meetings ILT meetings Department meetings Staff meetings Grade Level meetings
Local businesses and community services organizations offer internships, practicum, and volunteer opportunities so students can gain practical, hands-on experience and be involved in the community.	
Pasadena High School ensures that parents, students and other members of the community understand and are committed to the school's Vision, Mission and Schoolwide Learner Outcomes by increasing access to the school and its staff.	

A2. Governance Criterion

Indicators

- **A2.1. Understanding the Role of the Governing Board and District Administration**: The school community understands the governing authority's role, including how stakeholders can be involved.
- **A2.2.** Relationship between Governing Board and School: The school's stakeholders understand the relationship between the governing board's decisions, expectations, and initiatives that guide the work of the school.
- **A2.3. Uniform Complaint Procedures**: The school leadership understands and utilizes the Uniform Complaint Procedures from the district.

Findings	Supporting Evidence
A2.1. The school community understands the governing authority's role, including how stakeholders can be involved. Stakeholders are often sent information about how to participate through email blasts. Every week, new opportunities, both at the district and site level, are sent to parents, students and teachers. Both the Governing Board and the District Administration's roles and responsibilities are available online. Their documents are easily retrievable and accessible. Some parent group engagement has improved, while some have regressed. One particularly concerning decline has been with our ELAC. Meeting times have been changed to better meet parent needs; however, attendance has not significantly improved. Virtual meetings during the pandemic have improved participation and involvement and will be integrated to increase participation.	 PUSD Board Policies and Administrative Regulations SPSA LCAP Administration Meetings ILT agendas A Monday Staff Meeting agendas SSC agendas ELAC agendas PTSA agendas Counselor meetings Student Wellbeing Center Bulldog Days BARR program Blackboard Canvas
A2.2 The Pasadena Unified Governing Board has an articulated expectation of the responsibilities of professional staff viewed most clearly through the United Teachers of Pasadena (UTP) contract and the California Standards for the Teaching Profession (CSTP). The UTP contract outlines the rights and responsibilities of professional staff and the Governing Board has the authority to hold staff	 District communication through email, telephone, district mail School board meetings, policies UTP Contract Union emails, meetings, newsletter School board mass emails District handbook

accountable to maintain these standards. The CSTP's outline how Pasadena educators can strengthen their teaching skills and the governing board has the authority to make sure progress is happening through the evaluation system. When the Governing Board or the United Teachers of Pasadena (UTP) would like to revise expectations for teaching staff they are free to enter into negotiations. UTP may communicate to the staff through newsletters and meetings and the School Board communicates through school visits, school board meetings and district communications.

A2.3. Uniform complaint procedures are established by the governing board, and the process is disseminated to staff members. The school leadership works closely with the CSEA and CTA local chapter leadership when issues arise related to employees. In addition to this, PHS administration makes themselves available and accessible where staff are able to voice concerns. The process for students and parents to file complaints about school and district policies is available online and is accessible in English, Spanish, and Armenian. Counselors, teachers and administrators are available through in-person, e-mail and telephonic communication.

- Agreements with UTP, CSEA, and Teamsters
- Uniform Complaint Procedure (<u>https://www.pusd.us/Page/224</u>)
- Board Policy

A3.Leadership: Data-Informed Decision-Making and Continuous School Improvement Criterion

Indicators

- **A3.1. Broad-Based and Collaborative**: The school's broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results and impact on student success.
- **A3.2. School Action Plan/SPSA Correlated to Student Learning**: The school's schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement data and other data and aligned with district LCAP.
- **A3.3.** Collective Accountability to Support Learning: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning.
- **A3.4. Internal Communication and Planning**: The school has effective existing structures for internal communication, planning, and resolving differences.
- **A3. Prompt**: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
A3.1 Pasadena High School has worked toward developing a continuous improvement cycle focused on identifying student needs, developing action plans, and monitoring the success of students. English and Math departments have analyzed student data through both formative and summative assessments. English teachers have examined students' written work, Houghton Mifflin Reading Inventory (HMRI) results, PSAT, CAASPP scores, and individual conferences and Mathematics teachers have used CAASPP, PSAT, MATHia, and MDTP data in addition to classroom assessments to identify student needs and identify effective classroom strategies, recently with an emphasis in collaborative groups for students. Our School Site Council regularly reviews data in their meetings and applies them to the adoption of the Single Plan for Student Achievement as well as ongoing adjustments over the course of the year. The Instructional Leadership Team has regular biweekly meetings where there are ongoing, collaborative conversations around student learning needs as well as the conditions of learning and teaching for students and classroom teachers.	 SSC Agendas & Minutes ELAC Agendas & Minutes Math Department meetings and agendas English Department meetings and agendas MDTP assessment results MATHia usage and progress HMRI semester results Research paper rubrics and calibration sessions ILT Agendas Survey Results A Monday Agendas
A3.2 Pasadena High School's Single Plan for Student Achievement (SPSA) is directly correlated to and developed based upon the needs of students. CAASPP assessment, discipline and attendance data is annually updated and analyzed for modification of the SPSA/Action Plan and to	 PHS SPSA SSC Agendas & Minutes ELAC Agendas & Minutes

monitor our progress towards meeting established goals. Staff is informed of school, district, and state data at ILT, department, and staff meetings. Each year, we examine student needs and will determine action items. Given the low success rate of English Learners on the CAASPP and in an effort to increase accessibility to high interest texts, we purchased Newsela. The usage of this program across courses has increased literacy scores according to HMRI and ELA CAASPP results. We have also allocated time for planning during the summer and pullout days for teachers during the school year. As a result of this, teachers have enhanced lessons and used the time to examine student work. Through classroom observations, we have seen increased use of collaborative structures in class. Our ELAC reviewed EL performance data which has led to professional development for teachers, led by our Instructional Coach. There has been an improvement in testing, reclassification, and student completion of assignments. We are still developing a better system of monitoring and surveying the impact of initiatives and ensuring that PD is addressing student needs.

- Math Department meetings and agendas
- English Department meetings and agendas
- HMRI semester results
- Research paper rubrics and calibration sessions
- ILT Agendas
- A Monday Agendas

- A3.3 Pasadena High School school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices, programs, actions, and services that support student learning. Each Spring, staff examine performance data to determine strategies for implementation for the upcoming school year. Teachers provide input toward our SPSA and reflect on the impact of any strategies from the previous school year through a Google form. Departments develop rationale for any new action or strategy, noting which student groups the strategy will impact. These items are proposed to our ELAC and SSC to inform these members of how these actions will support student achievement. ILT has a summer retreat in which district and campus goals are revisited and professional development needs are mapped out. These priorities are shared with staff at the first meeting of the school year. Teams will utilize A and B Monday time, pullout days, and district meetings to analyze and develop action plans based upon student results and work. Our CAMAD and LPS Academy teams meet weekly to examine student performance data, grades, and attendance. They work as a team to develop ways to support student success and enhance classroom instruction.
- Department agendas
- Academy agendas
- ILT agendas
- SSC Agendas & Minutes
- ELAC Agendas & Minutes
- Math Department meetings and agendas
- English Department meetings and agendas

- **A3.4** Pasadena High School has effective existing structures for internal communication, planning, and resolving differences. Faculty Meetings are used to discuss and share
- Weekly bulletin
- Bulldog Bulletin
- Daily announcements

updates to policies and procedures as well as individual and team responsibilities. Department chairs disseminate information from ILT meetings and frequently communicate between district and campus administration and their departments. There are regular methods of communication for students, staff and parents. These include print and electronic forms. Teachers utilize AERIES, social media, Canvas pages, and Google Classroom to disseminate information to students and families. Counselors utilize AERIES, social media, and pre-recorded videos for students and families of important news pertaining to college and career preparation.

- Blackboard communication (Email, text messages, phone calls)
- Peachjar
- Social Media (Instagram, Facebook, Twitter)
- Canvas Announcements
- Constant Contact (weekly)
- Mail

A4. Staff: Qualified and Professional Development Criterion

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Indicators

- **A4.1. Qualifications and Preparation of Staff**: The school has confidence in district and school procedures to ensure that leadership and staff are qualified based on staff background, training, and preparation. The processes to assign staff members and provide appropriate orientation for all assignments maximizes the expertise of the staff members in relation to impact on quality student learning.
- **A4.2. Professional Development and Learning**: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.
- **A4.3. Measurable Effect of Professional Development on Student Learning**: There are effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance.
- **A4.4. Supervision and Evaluation**: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.
- **A4.5. Communication and Understanding of School Policies and Procedures**: The school implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.
- **A4. Prompt**: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
A4.1 Employment policies and practices are very clear regarding qualification, statutory requirements of current and potential staff for all programs, including all types of online instruction and specialized programs such as college/career preparation are clear. Additionally, specific school site expectations and responsibilities are posted in the job description, which is posted for public viewing on Edjoin. The hiring of new staff is coordinated by the district office and site personnel will work within the established guidelines and procedures to ensure that highly-qualified staff is hired in a proper and fair manner. New teachers are enrolled in a rigorous induction program from PUSD that helps them assess student learning, gather data, reflect on their teaching, gather evidence and form	 District Hiring Policies Professional Development Days from Curriculum and Instruction Edjoin employment postings Master Schedule BTSA

conclusions of what worked and what did not. New teachers who hold a preliminary credential receive assistance and guidance from a veteran teacher who serves as their mentor to help navigate a new school and adapt to the setting. Teachers attend monthly meetings along with other PUSD teachers in the induction program and meet with mentors biweekly to discuss strengths, challenges and next steps.

Teachers hired mid-year have often had rough starts in terms of access to resources including technology, curriculum. The dependence on departments to onboard new teachers has often led to difficult times experienced by new teachers.

A4.2 Pasadena High School effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes. PHS utilizes A Monday staff meetings to provide professional learning on district and campus initiatives. This time alternates with whole group training and department-specific meetings. There has been increased opportunity among Special Education, Fine Art, and Physical Education teachers to meet with colleagues across the district during these times to better improve instruction. Campus administration meets with our instructional coach, department chairs, and counselors to determine professional development topics and goals when planning these times. District personnel will also support teachers during planning periods and workshops both during and outside of school hours. Funding has been allocated in providing teachers with additional professional development through non-PUSD organizations. These include trainings for AP courses, Carnegie Learning, Teachers' College Writing and Reading Workshop, BARR training, and offerings through LACOE.

- A Monday Agendas
- A Monday Feedback Surveys
- District PD Agendas
- District PD Feedback Surveys
- District PD Presentation Registration form
- Read Like a Historian
- Carnegie Math Pullout Days
- Writer's Workshop

- A4.3 Pasadena High School has implemented effective processes in place to assess the measurable effect of professional development on teacher practice and the impact it has on student performance. Benchmarks are established during planning sessions and are present on our SPSA as well. While growth has occurred with respect to measuring impact on student learning, there is still room for improvement with determining benchmarks and strengthening continuous improvement of instructional practices and the impacts on student achievement
- A Monday agendas
- Department meeting agendas
- PUSD Professional Development & Summer Institute
- •

- **A4.4** Pasadena High School follows evaluation guidelines approved by the labor union and the school board. Depending on teaching seniority, they are evaluated every year (probationary teachers), or every other year, (permanent teachers). In addition to formal evaluations, the Pasadena High School administration uses walkthroughs to gauge the degree to which strategies or methods provided in professional development are being implemented.
- UTP- PUSD Contract
- PUSD Board Policy

- A4.5 Pasadena High School implements a clear system to communicate administrator and faculty written policies, procedures, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. This is accomplished through the PHS faculty and staff handbook. There is a need to improve systems for new teachers on campus. PHS administration will inform teachers of any new policies throughout the school year through email or during staff meetings.
- PHS Faculty and Staff Handbook
- A Monday agendas
- Email

A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Indicators

- **A5.1. Resource Allocation Decisions**: The school leadership and staff are involved in the resource allocation decisions. There is a relationship between the decisions about resource allocations, the district's LCAP and the school schoolwide action plan/SPSA, the school's vision, mission, the schoolwide learner outcomes, major student learner needs, academic standards, and college- and career-readiness standards.
- **A5.2. Practices**: There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.
- **A5.3. Facilities Conducive to Learning**: The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes).
- **A5.4. Instructional Materials and Equipment**: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.
- **A5.5. Resources for Personnel**: Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs.
- **A5. Prompt**: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
A5.1 Pasadena High School School leadership and staff are involved in resource allocation decisions. Our School Site Council (SSC) oversees the development of the Single Plan for Student Achievement (SPSA) yearly as well as approves modifications throughout the year as needed. They oversee the Title 1 funds as well as the LCFF funds that are allocated to the school site. Over the past couple of years, department chairs have worked with departments to determine resource needs and identify professional development opportunities. They are requested to create an LCAP S&C Fund Allowability statement with a brief description of the expense and how it aligns to our SPSA and LCAP goals. The principal or teacher will present this to our SSC.	 SSC agendas PHS SPSA PUSD LCAP LCAP Supplemental & Concentrated Fund Allowability

A5.2 The Pasadena Unified School District business office ensures that the business and accounting practices are in line with district policies and legal requirements. There are district processes and practices in place for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices. Our school's resources are appropriately allocated to meet the school's vision, mission, the schoolwide learner outcomes and graduate profile, the critical learner needs, the student needs in the district LCAP and SPSA, the academic standards, and the college-and career-readiness standards.

• PUSD Board Policy and Administrative Regulations

- A5.3 The school's facilities are safe, functional, well-maintained, and adequate to meet the students' learning needs and support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes). Our campus' physical education facilities have been renovated as has our central HVAC system during the last three years. Our district has a system in place for submitting work tickets to repair or replace any maintenance items.
- SARC Report (Facilities are well maintained and conducive to learning)
- Pasadena School District Bond TT
- Work order and district maintenance schedules
- Custodial cleaning schedules and areas
- Facilities Plan
- **A5.4** The adoption and distribution of materials is done at the district level. With the exception of Mathematics, the other core subject areas have not had a formal textbook adoption aligned with the CCSS and the NGSS. As Advanced Placement classes have been redesigned, teachers and students have received textbooks and instructional support materials to support those changes. PHS is currently a 1:1 program with each student receiving a Chromebook. Internet hotspots are also available to students.
- SARC Report (Sufficiency of Materials)

- A5.5 Resources are available and used to enable the hiring, nurturing, and ongoing professional development of a well-qualified personnel for all programs. A Mondays in the Pasadena Unified School District are allocated to provide Professional development for all faculty and staff. Professional development opportunities are available throughout the school year through PUSD and at PHS.
- A Monday agendas
- Department meeting agendas
- Canvas pages & resources
- PUSD PD Institutes

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category A.1

Areas of Strength

- 1. The school provides sufficient materials for teachers to meet the learning needs of students and has increased involvement of stakeholders in acquisition of resources.
- 2. The school continues to improve communication to all stakeholders via numerous channels of communication.
- 3. Facilities have improved to better serve the needs of students and programs on campus.
- 4. Increased support from PUSD in developing SPSA and resource allocation through LCAP and Title funds.

Areas of Growth

- 1. Improved school site onboarding system for teachers new to PUSD and/or PHS.
- 2. Evaluation of professional development and the impact on teacher practice and performance.
- 3. Improved monitoring of student results and impact of strategies and actions on student success (continuous improvement cycle).

Preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

- 1. Improve student performance for African American, English Learner, SPED, and low socioeconomic status student populations.
- 2. Increase student proficiency on CAASPP assessments and increase students meeting college and career readiness benchmarks.
- 3. Increase students meeting a-g requirements.

List any additional identified student learner needs that resulted from the Focus Group analyses.

- 1. Increased support and guidance for students in order to meet a-g requirements.
- 2. Increased awareness and support for students, especially those not underrepresented in Advanced Placement courses.
- 3. Support and accelerated instruction in mathematics courses so that all students are prepared and have access to more rigorous mathematics courses.

In order to have a greater impact on identified major student learner needs, use the strengths and growth areas above to:

Areas within the schoolwide action plan/SPSA need to be addressed

Our school plan has been created with the purpose of addressing student needs, especially students that have been academically unsuccessful in the past. We have focused on increasing advanced course enrollment, increasing the number of students attaining a-g eligibility. In addition to this, while support has been provided for teacher planning and analyzing student work, developing predictable structures and providing adequate time to conduct these tasks is still an area of improvement that needs to be addressed.

Identify important next steps within the schoolwide action plan/SPSA

- Continue to allocate funds and resources to support areas of growth in order to improve services that will result in improved student outcomes.
- Determine student needs due to pandemic and provide appropriate resources and professional learning opportunities for teachers to better serve students. Next steps include a targeted tutorial program, social emotional support, and accelerated instruction and credit recovery options.
- Refining continuous cycle of improvement to evaluate effectiveness of professional development and instructional practices on student learning.

Category B: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and the college- and career-readiness standards in order to meet graduation requirements.

Indicators

- **B1.1.** Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards.
- **B1.2.** Academic and College- and Career-Readiness Standards: The school has defined academic standards and college- and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements.
- B1.3. Congruence with Student Learner Outcomes and Standards: There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards.
- **B1.4.** Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school.
- **B1.5.** Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.
- **B1. Prompt**: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
B1.1. The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the academic standards. Carnegie Learning Curriculum aligns with Common Core State Standards and is based on current educational research, with an emphasis on conceptual understanding and collaborative instruction among students. The Carnegie Learning curriculum is used for Math 1, Math 2, and Math 3. Carnegie MATHia allows for more options with remedial modules (for scaffolded instruction). Science courses utilize STEMScopes as a means to help address NGSS expectations. History courses have integrated research writing, an effort to support increasing literacy and preparing students for college, and inquiry through the use of DBQs. Students in our academies participate in Linked Learning Activities, which have been proven to engage students and help with graduation rates.	 District Scope & Sequence Lesson Plans A Monday department agendas Summer planning agendas Academy meeting agendas

Courses adhere to many of the CSTA standards.

Fine art courses adhere appropriately to all state standards in their respective content areas. The Band and Orchestra courses adhere to the National Core Arts Standards for Music.

B1.2. The school has defined academic standards and college-and career-readiness indicators or standards for each subject area, course, and/or program that meet or exceed graduation requirements. Students have the ability to take multi-levels of the same discipline for specific focus on meeting a-g requirements. Almost all of our course offerings qualify for a-g credit for students. Standards are identified by teachers, with specific focus on areas depending upon student work evaluation and feedback. Courses incorporate elements of our PUSD graduate profile so that students are prepared for college and career.

Within our academies, APP Academy students have the ability to take an AP course in their junior year. Additionally, each year builds upon the previous year in order to lead students to more advanced (networking) concepts in their final year. Academy students have the opportunity to do an internship during summer going into senior year. This will expose the students to career and college options. Along with the internship, students meet with mentors and representatives from colleges and career professionals.

B1.3. There is congruence between the actual concepts and skills taught, the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. National Standards are adopted by the electives department, and training for all the staff for the implementation of them. Students are prepared for college and careers in each discipline in the electives. The format of the Academy assures that the content from the courses aligns with content and skills taught schoolwide. In addition, the use of CTE AME standards ensures that the outcomes are aligned with career readiness proficiency. Approximately 85% of students move onto college, whether a 2-year or 4-year. Students cover AP principles in their junior year and may choose to take the AP exam. Concepts align with computer science concepts used in industry and at university, and promote the critical and problem solving skills necessary in the field.

In our math courses, the Carnegie curriculum has been designed to be aligned with the schoolwide learner outcomes, academic standards, and the college- and career-readiness indicators or standards. Core class curriculum requires

- Reports and observed progress, student work samples
- Approval from CollegeBoard
- Evaluation for approval to ensure courses are a-g, working to approve all courses through UC Doorway Catalog
- Student 4-year plans
- Standards posted, through lesson planning, objectives

- Testing results
- Test Administration Data
- Projects
- Daily assignments
- StudySync assessments
- AP testing
- SBAC
- CAASPP
- SAT, PSAT
- ACT
- CAST
- ASVAB
- Mathia
- PAC
- Performance Based
- Assessments.
- PD Sign in Sheets/Agenda Teacher
- Gradebook Data
- PUSD Graduate Profile

students to justify their answers and critically analyze the responses of others, requires students to verbally express their thinking on paper and share their thinking with the class, and provides opportunities for students to work collaboratively in small groups on learning tasks.

- **B1.4.** Integration Among Disciplines: There is integration and alignment among academic and career technical disciplines at the school. Our CAMAD academy conducts integrated projects, as does our LPS academy. All projects include a research paper, an art piece (CAMAD), some form of history relations with math and science views. Our APP Academy projects integrate mathematical concepts (coordinate planes) and/or writing (text/creative writing-heavy programming projects) with math courses.
- Integrated projects
- Move some concepts to the beginning of the year to help focus on the math skills necessary for Physics concepts.
- Math is integrating ELA concepts that include: providing supporting evidence for conclusions, comparing and contrasting different methodologies, and developing complete sentences when expressing ideas.
- Math Academy is designing cross-discipline connections with Computer Science, particularly with regard to the graph theory applications
- **B1.5.** The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program. Students intern at a variety of organizations with whom we have a close partnership, perform regularly at civic events within the greater Pasadena community, and have frequent college visitors from the local community college, trade schools and universities. A senior survey gives us post-high school contact information. There is no formal follow-up program as of yet, but students frequently reach back and talk about their successes to the current students. We offer shadow nights and participate in our feeder middle school "High School 101" nights. These events give prospective families an opportunity
- 8th Grade Shadow Days
- Sierra Madre Middle School High School Night
- Eliot School of the Arts High School Night
- PEN High School 101 event
- Open House
- PCC enrollment (Spring)
- PCC & CSULA Upward Bound Trio
- PCC Talent Search
- LEARNS program

to hear from current faculty, staff, and former students of each respective school, about their experiences as PHS students.

Partnerships with Pasadena City College (PCC) allow for current seniors that intend on matriculating to PCC to register and seek guidance for classes on the PHS campus. We also provide dual enrollment/concurrent enrollment courses from PCC. Student clubs such as the Astronomy Club collaborate with CalTech personnel, and our Ford Model A Club collaborates with the automotive department at PCC when restoring vehicles so students also are exposed to potential careers.

B2. Equity and Access to Curriculum Criterion

All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Indicators

- **B2.1.** Variety of Programs Full Range of Choices: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.
- **B2.2.** Accessibility of All Students to Curriculum, including Real World Experiences: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.
- **B2.3. Student-Parent-Staff Collaboration**: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.
- **B2.4. Post High School Transitions**: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.
- **B2. Prompt**: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
B2.1 All students at Pasadena High School are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students. Course options are available to all students that are A-G approved. Students have an opportunity each year to meet with counselors to ensure they are on track to graduate and meet the a-g requirement. Students have access to the college and career center, a district college and career technician, and support through our nonprofit partner College Access Plan (CAP). We offer three different CTE pathways CAMAD (Graphic Communication, Visual Arts and Design), LPS (Law and Public Service), and APP Academy (Computer Science Applications). In addition, all students can take a two-year Sports Medicine sequence, which offers an opportunity to earn college credit through PCC. There are three choices of Foreign languages (Mandarin, Spanish, French) offered from beginning level through AP. The number of AP courses offered as well as the number of students taking such courses as well as the number of passing scores received have been on a steady rise.	 CTE Pathways Open access to AP enrollment and success rates College and Career center Counseling visits College field trips College Fairs HBCU College Fairs CAP SAT/ACT preparation program
B2.2 Students have been trained and provided the ability to input course requests directly through Aeries, including being able to see what courses are required for graduation and/or UC/CSU eligibility. In addition, counselors meet with students to go over student post-secondary goals and help students align the courses they are taking with these goals.	 Course request forms a-g requirements awareness (back of ID, posters in class) Student Handbook Registration (Bulldog Days) New Student Orientation AP Night
 B2.3 Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals. All stakeholders are able to collaborate to address these goals through the following opportunities: Students, families, and teachers have access to Aeries tools for showing progress students are making toward UC/CSU eligibility 	Counselor presentations4-year plan (AERIES)

- New student orientation to hear from counselors about how to access and monitor students' progress
- "FAFSA Sit and Do" nights
- SSTs, 504 and IEPs integrate student future goals to ensure that support provided aligns with student learning needs and aspirations

B2.4 Pasadena High School implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness. Workshops are conducted to help students with applications for four-year schools in the Fall, including workshops for students and parents on financial aid and the processes for applying to college. Counselors have also advised students through filling out the application for Pasadena City College. This ensures that all students who pursue postsecondary plans have PCC as an option in the event that other plans change.

- PCC Workshops
- Counseling appointments
- College Access Plan (CAP) support
- FAFSA Sit & Do Nights

ACS WASC Category B. Curriculum: Synthesize Strengths and Growth Areas

Prioritize and list the strengths and growth areas for the criteria and indicators in Category B.

Areas of Strength

- 1. Pasadena High School graduates enroll in post-secondary institutions at a high rate.
- 2. Diverse options for students to earn college credit through AP courses, PCC dual enrollment and concurrent enrollment courses, and other institutions of higher education.
- 3. Pathway academies graduate students who meet CCI indicators and have students matriculating to an institution of higher education at higher rates than non-pathway students.

Areas of Growth

- 1. Increasing rigorous course enrollment among AA, Hispanic, and low socioeconomic students, especially in math and science courses.
- 2. Continue identifying and removing barriers to student interest/success in rigorous courses and fulfilling a-g requirements.
- 3. Strengthen and support clear pathways for all students to take and be successful in rigorous courses aligned to their career interests.
- 4. Develop and increase equitable grading practices across common courses and among all departments.
- 5. Build awareness of different paths students can take to meet college and career indicators.
- 6. Build awareness of the benefits of enrolling in AP and dual/concurrent courses during high school.
- 7. Develop an accelerated pathway for students to be prepared for rigorous math and science courses.

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

- 1. Students need to strengthen research, inquiry, and other subject literacy skills in order to access and engage with all subjects.
- 2. Students need to enhance critical thinking and problem-solving skills in all courses, especially in support of Mathematics, in order to be more successful in rigorous courses and college benchmark assessments
- 3. Students need meaningful and targeted socioemotional support to navigate the many challenges of the current times
- 4. Targeted support for African American and English Learners student population to improve achievement on CAASPP ELA and Mathematics assessments through respective courses that prepare students

List any additional identified student learner needs that resulted from the Focus Group analyses.

- 1. Develop measurement and assessment indicators of impact of guidance and assistance students receive with respect to college and career preparation.
- 2. Increased enrollment in dual enrollment and AP enrollment to increase students earning college units.
- 3. Provide assistance and targeted support for a-g courses that historically prevent students from meeting a-g requirement.

Areas within the schoolwide action plan/SPSA need to be addressed

Our school plan is written to continue increasing the number of students meeting or exceeding benchmarks for CAASPP exams. We also have written to increase a-g completion rates into our school plan. In order to address concerns with mathematics, we will develop common assessments to better monitor student progress.

Identify important next steps within the schoolwide action plan/SPSA.

- Address awareness with college and career readiness for students by increasing staffing in the counseling center so that counselors can address items and work with students and families.
- Utilize AP Potential tool to identify students that can benefit from AP courses
- Ensure professional development and collaborative time for departments to develop common assessments, evaluate student work, and develop action plans and learning opportunities for students

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Criterion

To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Indicators

- C1.1. Results of Student Observations and Examining Work: The students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.
- **C1.2. Student Understanding of Learning Expectations:** The students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.
- **C1. Prompt**: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings

C1.1 The students at Pasadena High School are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work. Common Core Standards are addressed through the use of the Engage NY curriculum in which every lesson is paired with an observable standard. Teachers utilize the Writer's Workshop model to engage and focus student skill-building. College Board skills and Essential Knowledge are addressed through the use of a variety of tools and curriculum including the AP College Board Units, AP Daily videos, and teacher created curriculum. Teachers operate as facilitators for learning through a variety of methods including direct instruction, guided learning and independent practice. Teachers engage in weekly professional development in instructional methodologies, culturally relevant access, curriculum and resources and the use of technology. Administrators provide professional readings to supplement

Supporting Evidence

- Graduation rate
- CTE pathway enrollment
- AP enrollment
- Dual/concurrent enrollment
- A-g rate
- AP test scores
- PSAT data
- Transition assessments, portfolios, IEPs
- Notes
- Quickwrites/journals
- Publishing parties
- Common Assessment Rubrics
- Gradebook
- CANVAS Courses
- Accountable Independent Reading
- In-class/ Online discussions
- Tools such as Flipgrid, Nearpod, Edpuzzle, Jamboard, Shmoop, etc.
- Administration Classroom visits

professional development. Teachers in departments have access to a shared Google drive, professional development resources, online videos and seminars. SAI students are expected to complete grade level standards, as evidenced by state testing with accommodations. SAI teachers collaborate with general education teachers on lesson plans and tests. Students are challenged with various types of assessments and have the ability to present their knowledge/ skills in each unit by creating real world connection performing tasks.

- Socratic Seminars
- Fishbowl discussions
- Student work
- Book Club Groups

C1.2 The students at Pasadena High School understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness. Course expectations and objectives are frequently posted and revisited. Unit benchmark assessments are given to gauge student progress toward mastery. English teachers utilize the Writer's Workshop model to engage and focus student skill building. This allows for opportunities to edit, review, and gain peer feedback in order to build strong writing skills that will prepare them for college and career. Teachers meet individually with students for regular reading/writing goal check-ins and progress reports. Teachers will make themselves available for students before and after school, and during lunch to support or tutor students. Students are able to utilize online resources such as Paper (a tutoring and feedback website) to gain knowledge on improving their work.

- Senior Defense Reflection, Essay & Presentation
- Teacher and student conferencing
- Teacher tutoring
- Paper (tutoring & feedback website)
- Rubric based grading

C2. Student-Centered Instruction through a Variety of Strategies and Resources Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students and emphasize creative and critical thinking skills and applications.

Indicators

- **C2.1. Teachers as Facilitators of Learning**: Teachers facilitate learning as coaches and are current in the instructional content taught and research-based instructional methodologies including differentiation and the integrated use of technology.
- **C2.2.** Creative and Critical Thinking: Students demonstrate creative and critical thinking within a variety of instructional settings, using a variety of materials, resources, and technology beyond the textbook.
- **C2.3. Application of Learning**: Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities.
- **C2.4.** Career Preparedness and Real World Experiences: All students have access to and are engaged in career preparation activities.
- **C2. Prompt**: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings

C2.1 The students at Pasadena High School are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work. Teachers facilitate and engage student learning to ensure students meet college and career readiness, grade level standards, and meet outcomes of PUSD Graduate Profile. This is accomplished by using a variety of instructional strategies and interactive computer based apps. Via use of an LMS (Canvas), teachers utilize this current platform in order to push out assignments to students, oftentimes using third party applications such as the Google Suite. Students are presented with cultural assignments where they have the ability to make connections from their own personal cultural background to the being taught. To ensure all students have access to grade level standards, Special Education teachers meet with general education teachers to understand where students are and scaffold instruction.

Supporting Evidence

- Tools such as Nearpod, Newsela, Padlet, Read Theory Edulastic, Kahoot, Quizlet, Adobe Spark, FlipGrid, Khan Academy, Britannica (School) Online, Docs, Slides, Sheets, Drawing, Jamboard, etc.
- Differentiated assignments that give choice to students, i.e., AIR Projects, assessment projects, etc.
- Demonstration of 'defended learning': students defend their creative choices to the teacher in written format
- Senior Reflection Essay explicitly asks how student skills can be used later on in life
- Student assessments, particularly: essays (thematic, argumentative, comparative, research) and presentations
- Writing process traditions: peer review and edit, workshopping with teacher, reflecting on growth and areas of need
- College Access Plan, community service hours, Workability, PUSD

C2.2 Students are given the opportunity to demonstrate learning through art, oral presentation, and other media forms. Students demonstrate creative and critical thinking through academic conversation and structured peer collaboration. Students use a variety of articles, speeches, fiction & non-fiction books, podcasts, and educational videos as resources to engage in critical thinking alongside online discussion platforms, video blogs & creative media presentations. Students participate in labs.

One concern is still that students rarely demonstrate creative and critical thinking on class work, in part because there is a lack of variety of resources, materials, and technology.

C2.3 Students demonstrate that they can apply acquired knowledge and skills at higher levels and depths of knowledge to extend learning opportunities. Students demonstrate that they can apply acquired knowledge through project based learning and creative writing and presentations. Students also demonstrate skills at higher levels by reflecting through the writing process in both low stakes and high stakes reflective pieces. Students use knowledge to extend learning opportunities through internships and community volunteer opportunities. Student completion of the Senior Portfolio and Defense give us an opportunity to see and hear how students reflect upon their learning during their high school years and how they plan on applying these lessons in their future plans. This is an area where improvements can enable students to demonstrate higher-level knowledge and skills as well as depth of knowledge. Student work does not always extend learning opportunities.

Outreach Program Collaborative, PCC Day, trio

- Student work
- Integrated projects (CAMAD)
- Student created videos/online presentations
- Document Based Questions
- Presentations
- Mock Trial
- Lesson Plans
- Essays
- Teachers utilizing mentor texts for reading and writing
- Socratic Seminars
- Tools such as Nearpod, Newsela, Padlet, Read Theory Edulastic, Kahoot, Quizlet, Adobe Spark, FlipGrid, Khan Academy, Britannica (School) Online, Docs, Slides, Sheets, Drawing, Jamboard, etc.
- Senior defense portfolio written essays and presentations
- Lessons are developed to provide for differentiation of student learning needs, including related accommodations and modifications, to promote higher depths of knowledge

C2.4 All students have access to and are engaged in career preparation activities. Students have the opportunity to meet with counselors to review a-g progress, select courses, and discuss postsecondary options. Students have the opportunity to meet with college representatives through the College and Career Center. Military recruiters support student events and make themselves available on campus. PUSD also hosts a College Fair in October at the Pasadena Convention Center. Students involved in our pathway academies have the opportunity to participate in work-based learning, summer internships, and collaborate with work partners on school projects.

- Transition plans or students with IEPs
- College and career awareness for students with IEPs
- College and Career Center
- Meetings with Counselors
- Counselor Presentations
- PCC Days for Enrollment

ACS WASC Category C. Standards-based Student Learning: Instruction: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category C.

Areas of Strength

- 1. Teachers have implemented common formative assessments and have provided a variety of assessments for students.
- 2. Greater coherence and alignment among mathematics, English, science, history, and world language with identifying essential standards with college and career readiness and PUSD graduate profile.
- 3. Established collaborative time for departments to conduct common planning sessions, examine student work, and share best instructional practices.
- 4. Integration of instructional technology to better support students, administer assessments, and communicate expectations and course outlines to parents through a learning management system (Canvas).
- 5. Special Education students have received more awareness and counseling on preparing for postsecondary planning.

Areas of Growth

- 1. Based on data prior to COVID and anticipating unfinished instruction, there needs to be professional development and implementation of scaffolding, universal access, and accelerated instruction to ensure all students have support and access to grade level content.
- 2. There is a need to increase academic writing specific to research and inquiry in all academic disciplines.
- 3. Greater emphasis on engaging and relevant instruction and learning opportunities for non-academy students.
- 4. Develop a system for evaluating and assessing impact of professional development and instructional strategies on student learning.
- 5. There is a need for NGSS- and CCSS-aligned curriculum for Science, History, and English courses.

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

- 1. Students need to strengthen research, inquiry, and other subject literacy skills in order to access and engage with all subjects.
- 2. Students need to enhance critical thinking and problem-solving skills in all courses, especially in support of Mathematics, in order to be more successful in rigorous courses and college benchmark assessments
- 3. Students need meaningful and targeted socioemotional support to navigate the many challenges of the current times

4. Targeted support for African American and English Learners student population to improve achievement on CAASPP ELA and Mathematics assessments through respective courses that prepare students

Additional identified student learner needs that resulted from the Focus Group analyses.

- 1. Need for increased scaffolding and universal access for grade-level content.
- 2. Students need to improve academic writing to be better prepared for college and career.

Areas within the schoolwide action plan/SPSA need to be addressed

The school plan has been written to include the need for collaborative time to develop common assessments and establish evaluation of feedback timeline. Additionally, Special Education teachers have schedules designed to work with students on their caseload and have pullout days to evaluate student progress.

Identify important next steps within the schoolwide action plan/SPSA.

- Develop system for evaluating impact of professional development and instructional strategies
- Implement professional development on universal access, scaffolding, and implementation of strategies
- Common expectations of online learning platform (Canvas) to provide better transparency and predictability for students
- Vertical and horizontal coherence during collaborative time
- Collect data on student assignments rigor levels (DoK) and evaluate work samples with grade level standards

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion

The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Indicators

- **D1.1. Professionally Acceptable Assessment Process:** The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.
- **D1.2. Basis for Determination of Performance Levels**: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.
- **D1.3. Monitoring of Student Growth**: The school has an effective system to determine and monitor all students' growth and progress toward meeting the schoolwide learner outcomes/graduate profile, academic standards, and college- and career-readiness indicators or standards.
- **D1.4. Assessment of Program Areas**: In partnership with district leadership, the school leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum.
- **D1.5.** Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process.
- **D1. Prompt**: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings Supporting Evidence D1.1 Pasadena High School leadership and instructional staff SSC agendas and use effective assessment processes to collect, disaggregate, minutes analyze, and report student performance data to all Department meeting stakeholders. The ILT and SSC examine the California agendas and minutes Dashboard Performance Indicators, analyzing areas of focus Lesson Plans and applying them to our SPSA. Departments will examine Aeries grade reports student work and common formative assessments to PSAT data SAT data determine how this will impact instruction. Teachers also **CAASPP** results utilize reports from benchmark assessments to gauge student **MDTP** progress. AP Teachers utilize the College Board Assessments California Dashboard to determine the progress of students. Teachers utilize Aeries Common assessments and Canvas to communicate grades and progress to students and families on a regular basis. Parents and students are able to monitor grades through Parent Portal and Student Portal, respectively. Course Syllabi **D1.2** Pasadena High School leadership and instructional staff Aeries have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within Canvas **SST Meetings** grade levels and content areas. Expectations with respect to grades, teachers provide this information through the syllabus 504 meetings at the beginning of the year and the grading scales are also **PSAT** results visible on Aeries and Canvas. Our English department Department meetings instructors participate in group curriculum development and agendas monitoring department pacing through weekly meetings. ILT agendas Departments such as Mathematics, English, and the Life Sciences have worked to establish consistent grading scales and guidelines in an effort to have consistency across courses. Canvas **D1.3** Pasadena High School has an effective system to determine and monitor all students' growth and progress Announcements toward meeting the schoolwide learner outcomes/graduate Information through profile, academic standards, and college- and career-readiness social media channels indicators or standards. Counselors conduct annual meetings Aeries **PUSD** Graduate Profile with students to discuss progress toward a-g requirements and ensure they are making progress toward college and career readiness. Teachers meet during the summer to plan for the school year and periodically throughout A and/or B Monday meetings to adjust the curriculum as needed.

D1.4 In partnership with district leadership, Pasadena High School leadership and instructional staff periodically assess programs and expectations, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum. Any initiative or consideration to modification of graduation requirements include a discussion involving parents, students, and teachers. All stakeholders were involved in the creation of the PUSD graduate profile and input was provided from all parties with regard to the development of the Senior Defense and Portfolio graduation requirement. Teachers have met to discuss and establish common grading policies.

- PUSD Graduate Profile
- Aeries
- Canvas
- Weekly Lesson Plans
- Master Schedule
- Senior Portfolio and Defense Rubrics

D1.5 Pasadena High School uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous school improvement process. Math assessment results and graduation data indicated a need for additional staffing to ensure smaller class sizes for incoming freshmen to Math I course. Funds were allocated to provide additional support in the form of a tutorial center for EL students. Given the increased concern with social and emotional health, professional development was provided to give teachers an overview of trauma-informed care and strategies to help build resiliency with students. Teachers are also supported through allocated funds for additional planning and preparation during the summer.

- SPSA
- Department agendas
- ILT agendas
- SSC agendas
- Budget
- CHKS results
- Panorama survey results

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Indicators

- **D2.1. Demonstration of Student Achievement**: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.
- **D2.2.** Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college-and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Findings	Supporting Evidence
D2.1 Pasadena High School teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches. Teachers utilize assessment feedback to differentiate, spiral concepts, or provide individual or small group instruction.	 MDTP test results Summative reports from various platforms guide instruction: Quiz/Test results, Mathia, Kahoot, Quizzes, Google Forms Daily feedback during class weekly through assessments (quiz/test/exit ticket), Aeries Canvas grades Google Forms/Survey Stats Updating grades regularly in Aeries/Canvas. Teachers can use specialized rubrics Mathia reports Reports provided by Khan Academy and College Board HMRI data Tools such as Peardeck, Kahoot LIVE, Quizlet LIVE, Edpuzzle and Flipgrid

D2.2 Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals, academic standards, college- and career-readiness standards, and schoolwide learner outcomes. Teachers also use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood and relevant in preparing students for college, career, and life. Teachers in English utilize Skills Rubric and a variety of rubrics created collaboratively within the department to assess students and provide timely feedback. Math teachers utilize MATHia, which is paced according to student's ability and teachers can assign students individual lessons to complete for concepts they need more work in. Math teachers provide recorded responses in Canvas SpeedGrader with information on where students made errors on their work for easy, quick access to identifying errors. Teachers provide feedback the following week and have students complete bi-weekly reflections for teacher benefit, teachers provide feedback with every assignment in the comment section of SpeedGrader.

ACS WASC Category D. Assessment and Accountability: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category D.

Areas of Strength

- 1. Integration of instructional technology to provide timely feedback and communicate student progress.
- 2. Summer planning for departments to develop lesson plans, curriculum, and assessments.
- 3. Departments are given time on a consistent basis to meet together, plan, and lean on each other for support and guidance.
- 4. Increased participation in developing, administering and analyzing student assessment data for each department.
- 5. SPED department consistently utilizes a variety of assessment tools (formal and informal) for IEP writing, lesson planning and instruction.

Areas of Growth

- 1. There is a need to develop common assessment rubrics for World Languages that are aligned to the California World Language Standards.
- 2. We need to continue to work on integration among different subjects and vertical alignment as well to help students continue mastering concepts as they move to higher grades.
- 3. Scheduled time for teams to analyze student work, develop action steps and evaluate impact of instruction and professional development.
- 4. Continue developing multiple modes of assessment.
- 5. Utilize common data analysis protocols when examining student assessment results.
- 6. Create common grading rubrics and expectations among common courses and departments.
- 7. Continue to provide timely feedback on student progress to students and families.

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

- 1. Students need to strengthen research, inquiry, and other subject literacy skills in order to access and engage with all subjects.
- 2. Students need to enhance critical thinking and problem-solving skills in all courses, especially in support of Mathematics, in order to be more successful in rigorous courses and college benchmark assessments.
- 3. Targeted support for African American and English Learners student population to improve achievement on CAASPP ELA and Mathematics assessments through respective courses that prepare students.

Additional identified student learner needs that resulted from the Focus Group analyses.

- 1. Students should have different ways to demonstrate learning through a variety of assessment formats.
- 2. There needs to be more timely feedback provided to students to ensure adequate time to improve their grades and also grow as learners with targeted feedback on assignments.

Areas within the schoolwide action plan/SPSA need to be addressed

Our school plan is based upon the analysis of student assessment data and is used to determine how to improve instruction and learning. As a SSC we allocate funds according to our campus priorities. We will continue to monitor student achievement and college and career readiness through various data sets.

Identify important next steps within the schoolwide action plan/SPSA.

- Develop protocols that enable teachers to use data to drive instructional decisions
- Ensure funds are allocated to provide teachers with pullout days to analyze student work and develop plans for spiraling concepts that students may not have mastered
- Develop supports for students to address unfinished learning due to the COVID pandemic

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Indicator: Parent Engagement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students.

E1. Prompt: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
E1.A Pasadena High School school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process for all students. ELAC Meetings keep parents informed on how students are progressing toward reclassification and funding allocations. Pre-COVID there was a decline in parent involvement in these meetings. However, meeting times were differentiated to better accommodate parents and with the shift online the numbers have increased. Our School Site Council keeps parents informed about funding and the choice available for academic programs. PTSA meetings provide opportunities for parents to become involved in the school in a variety of ways through fundraising, morale building, and the funding of teacher projects. Evening events such as AP Night, Back to School Night, and Open House, and informative sessions such as Puente family workshops present information including A-G requirements, FAFSA, College applications. Our counseling office also conducts FAFSA nights to assist parents in completing FAFSA documentation. Academy Family Nights where students present integrated projects and recognition ceremonies, and Honor Roll assemblies for parents to celebrate their student's achievements. Campus tours allow parents to be introduced to school culture and academic opportunities. Weekly announcements are shared	 School Clubs Agendas, minutes, and attendance sheets of ELAC meetings Agendas, minutes, and attendance sheets of PTSA meetings Agendas, minutes, and attendance sheets of School Site Council meetings Agendas, minutes, and attendance sheets of ASB meetings Agendas, minutes, and attendance sheets of ASB meetings Agendas, minutes, and attendance sheets of BSU meetings Parent nights Campus tours Online weekly announcements Electronic communication sent to
with families via e-mail in the form of a "Pasadena High	parents

School E-Blast" and S'mores, addressing the need for families and students to remain informed about school events, extra curricular opportunities, and community supports available for local residents. Weekly principal phone calls to update parents on "goings on" at the school and monthly "Coffee with the Principal" meetings are held as an opportunity for the parents to ask questions and get current school information from the principal. Clubs reach out to many different groups in our community and connect community culture to PHS. Community service is a requirement for every student as a part of the graduation agreement which encourages students to go out into the community and participate in areas they may otherwise not. School Attendance Review Team provides an opportunity to engage with parents and community members and provide support for students who have attendance issues. There is a district-wide open door policy for parents to visit classes with notice. Weekly/Daily Student progress reports provide an opportunity for teachers to communicate with parents if students are having difficulty. Our Senior Defense Portfolio involves community members, parents and district staff to view and grade student performance on their final reflection and presentation. Our support staff (nurse, counseling, attendance, facilities offices etc) are often the first point of contact for parents and community as they play a pivotal role in addressing student/learner needs.

- Phone call transcripts
- Student Service Hours Logs
- Weekly/Daily Student Progress Reports
- Senior Defense Rubrics signed by community members

E2. School Culture and Environment Criterion

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Indicators

- **E2.1. Safe, Clean, and Orderly Environment:** The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures.
- **E2.2.** High Expectations/Concern for Students: The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning.
- **E2.3.** Atmosphere of Trust, Respect, and Professionalism: The entire school community has an atmosphere of trust, respect, and professionalism.
- **E2. Prompt**: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
E2.1 Safe, Clean, and Orderly Environment: Pasadena High School has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety and Uniform Complaint Procedures. Since the last stelf study there have been significant improvements including a renovated restrooms, a new HVAC system, modernized gymnasiums and athletic facilities, which helps to contribute to a sense of pride. Water fill stations are available for students and contribute to a student's sense of comfort and safety on campus in an attempt to promote school pride and a culture of sustainability and inclusivity. Custodial staff have stations and daily checks for all classrooms, bathrooms, and common spaces. Administration has developed a safety plan with monthly drills for all staff and students. Security personnel also have areas of supervision and monitor use of restrooms and stairwells frequently. Teachers are provided with a campus behavior and discipline flowchart outlining responsibilities and steps to take when behavior concerns arise. Teachers also have classroom expectations and steps outlined for students. In the 2019-2020 school year, PHS created a Student Wellbeing Center that all students have access to. This resource was created virtually to give students access to these resources remotely and is a space for students to meet with health professionals in a confidential setting.	 E2.1 Safe, Clean, and Orderly Environment: Facilities upgrade reflect increased investment in school safety and cleanliness Athletic facilities including new gymnasiums and a track reflect greater opportunities for students to participate in sports Space and construction has made more room for class sizes. Custodial station assignments Custodial daily checklists Security station assignments Student Wellbeing Center PHS complies with internet safety by implementing the Gaggle notifications (student technology) Counseling students who engage in at risk behaviors online

listed in the student handbook. Teachers have a number of resources such as Hapara, Gaggle, and tools within Webex to monitor student internet use and ensure classes are locked to prevent nonstudents attending virtual classes.

The Williams Complaint Form is displayed on every classroom wall so that students are aware of their rights. There is also a link on the PHS website under the "General Information" tab. During hybrid learning, PHS conducted daily health checks for students prior to entering campus.

- Williams Complaint Form is displayed on every classroom wall
- Student Daily Health Check (Online questionnaire)

E2.2 The school culture demonstrates caring, concern, and high expectations for students in an environment that honors individual differences, social emotional needs, and is conducive to learning. Each year, grade level assemblies are conducted to share school expectations and guidelines with students. Teachers reinforce these expectations in their classrooms. Students also have open access to a breadth of courses. Students are counseled by teachers, counselors, support staff, and athletic coaches to take on challenging courses. There have been increased opportunities for students to take culturally relevant courses such as Mexican American History of African American History through PCC as dual enrollment courses. Beginning in the Fall of 2021, PHS will offer an Ethnic Studies course. Counselors and our mental health provider, Hathaway-Sycamores, met monthly to manage student cases and recommended mental health referrals to increase linkages if it was necessary. Two therapeutic classes offer support for students transitioning to a less restrictive environment and provide them with support based on their individual needs. Students are able to access the Wellbeing Center when feeling overwhelmed with school or life. Students self report and have the ability to access this service any time within the school day.

A system was created in March 2020 to support the creation of internal referrals (by staff) for students and families in need of support. Community Schools staff and School Community Assistant followed up on these referrals and supported students and families. BARR was also implemented in the 2020-2021 to better identify supports for freshmen and follow up on cases.

E2.3 The entire Pasadena High School community has an atmosphere of trust, respect, and professionalism. There are many activities that include A Monday meetings, staff luncheons and breakfast gatherings, and other events to build

- Counseling Agenda
- School Wide Behavior Expectations
- Classroom Expectations
- Counseling Meeting Agendas
- School Psychologists Logs
- Therapeutic Weekly Meetings (Campus, District)
- School Over 200 students and families have been referred by PHS staff members between March 2020 and May 2021
- Mental health referrals (and linkage) has increased since monthly meetings have initiated
- Student sign in to the Wellbeing Center
- BARR Block Meeting agendas

 Change in cohesion of students due to staff community building collegiality and recognize colleagues. Open communication lines are developed between parents, students, staff, faculty, and administration. In remote learning, Flipgrid has provided a way for students to create an atmosphere of trust while online learning. Many school clubs work to support this atmosphere through events and activities that bring students and staff together. The strong leadership of our current administration has made consistent efforts to build a sense of trust, respect and professionalism.

Plans this summer to create a staff lounge which can build

Plans this summer to create a staff lounge which can build community and build relationships amongst staff which leads to greater trust and respect as a staff.

E3. Personal, Social-Emotional, and Academic Student Support Criterion

All students receive appropriate academic, social-emotional and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and in the community.

Indicators

- **E3.1.** Academic Support Strategies for Students: School leadership develop and implement strategies and personalized, multi-tiered support approaches to meet academic student needs.
- **E3.2.** Multi-Tiered Support Strategies for Students: School leadership develop and implement alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students.
- **E3.3.** Multi-Tiered Systems of Support and Impact on Student Learning and Well-Being: The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement.
- **E3.4.** Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards.
- **E3. Prompt**: Evaluate the school's effectiveness in addressing the criterion and each of the above indicators; include supporting evidence.

Findings	Supporting Evidence
E3.1. School leadership develops and implements strategies and personalized, multi-tiered support approaches to meet academic student needs. Teachers provide additional support outside of classroom instructional time by holding tutorial hours before and after school. Teachers also make themselves available during lunch to assist students. In addition to this, teachers communicate through Remind, Google Meets, and email to keep students informed or to provide assistance. If a student is struggling, SST and 504 meetings are conducted with teachers and counselors to develop action plans and support to help students get back on track. If a student has specific needs, counselors will make recommendations for families to receive additional support. This could be through our school psychologists, mental health partners, or through the student wellbeing center. Students also will access Acellus, an online credit recovery program, in order to remain on track to graduate on time and ensure a-g eligibility. Paper Tutorial Service is an online platform available to all PHS students to get additional help outside of school hours on assignments. Afterschool tutorial services were provided	 Paper Tutorial Service data SST meetings 504 meetings Wellbeing Center Number of students who participated in Kaiser workshops DMH workshops Sexual Health lessons Referrals for Mental Health Tutorial times for students PCC enrollment LEARNS tutorial logs Tutorial Center

through our LEARNS after school program, but funding for this is in question at the time of this writing.

Dual enrollment opportunities are created with local community college, as well as a pilot with Yale University and the University of Connecticut during the 2020-21 school year.

- E3.2. School leadership develops and implements alternative instructional options and personalized, multi-tiered approaches to student support focused on learning and social emotional needs of students. As a tier 1 strategy to support students' mental health, Kaiser's Educational Theatre Project facilitated educational theatre presentations around socio-emotional health for 9th and 10th grade students through PE and Dance classes. This was coordinated by the Community Schools staff. Sexual health lessons are provided through tenth grade Science and History teachers, who facilitate a total of 10 sexual health lessons aligned with the California Healthy Youth Act. Therapeutic classes offer support for students with emotional needs and provide them with assistance for their individual needs. Students are able to access the Wellbeing Center when feeling overwhelmed with school or life. Students self report and have the ability to access this service any time within the school day.
- **E3.3.** The school leadership and staff assess the effectiveness of the multi-tiered support system and its impact on student success and achievement. Student feedback has been positive with respect to the support on campus for social emotional health and mental health. Survey data indicates that students feel connected to their school and have a trusting adult they can go to.
- E3.4. Co-Curricular Activities: The school ensures there is a high level of student involvement in curricular and co-curricular activities that link to schoolwide learner outcomes, academic standards, and college- and career-readiness standards. Students are encouraged to become involved in activities as research has shown that involved students are more successful in their postsecondary life. Clubs hold a fair at the beginning of each year to recruit and share club mission, objectives, and opportunities to support PHS. Clubs such as Puente, National Honor Society, and National Hispanic Honor Society support the school's vision of preparing students for college and career through their emphasis on academic success and community service.

ACS WASC Category E. School Culture and Support for Student Personal, Social-Emotional, and Academic Growth: Synthesize Strengths and Growth Needs

Prioritize and list the strengths and growth areas for the criteria and indicators in Category E.

Areas of Strength

- 1. Campus modernizations have built a more appealing, safe, and comfortable environment for students and staff.
- 2. Many of our school clubs and organizations have partnerships and a reciprocal relationship of support with many community organizations.
- 3. PHS offers many extracurricular options for involvement and building community as a student.
- 4. Senior Defense presentations include members of the wider school and local community to participate in presentation panels and celebrate accomplishments of students.

Areas of Growth

- 1. Increase opportunities to recognize students, faculty, and staff.
- 2. Need to develop an MTSS (RtI/PBIS) campus-wide team of faculty, staff, and students.
- 3. Parent/Teacher/Counselor communication needs to be improved when a student is struggling.
- 4. Increased opportunities for community involvement and building campus culture for students not part of a pathway academy.
- 5. Develop a system to gather feedback and evaluate implementation of MTSS with all stakeholders in an effort to strengthen the program.

List preliminary major student learner needs (for all students and student groups) from Chapter II (student/community profile)

- 1. Students need to strengthen research, inquiry, and other subject literacy skills in order to access and engage with all subjects.
- 2. Students need to enhance critical thinking and problem-solving skills in all courses, especially in support of Mathematics, in order to be more successful in rigorous courses and college benchmark assessments
- 3. Students need meaningful and targeted social-emotional support to navigate the many challenges of the current times
- 4. Targeted support for African American and English Learners student population to improve achievement on CAASPP ELA and Mathematics assessments through respective courses that prepare students

Additional identified student learner needs that resulted from the Focus Group analyses.

- 1. Increase meaningful participation at school with respect to student input on school activities or rules per the CHKS.
- 2. Increase Tier I academic support during instructional time and continue to offer after school tutoring (if funds are available).
- 3. Continue to develop different ways of delivering, presenting, and gathering input from families.

Areas within the schoolwide action plan/SPSA need to be addressed

The area of developing an MTSS for students is an area that will need to be addressed. The recommendations and action plan items that were developed in the schoolwide action plan will be added to the existing SPSA.

Identify important next steps within the schoolwide action plan/SPSA.

- Develop academic and social emotional MTSS team and structure at PHS
- Recognize student and staff achievements
- Provide flexible and differentiated access for families to parent meetings

Prioritized Areas of Growth Needs from Categories A through E

- 1. Increase UC/CSU a-g completion and eligibility among all students.
- 2. All students need to strengthen research, inquiry, critical thinking and problem solving skills in order to access and master grade level content.
- 3. Increase the number of African American, English Learners, and Special Education students meeting college and career indicators (CCI) by successfully meeting standards on CAASPP exams, a-g completion, AP exams, and CTE pathway completion.
- 4. All students need meaningful and targeted social-emotional support to navigate the many challenges presented by the COVID pandemic.
- 5. Increase vertical and horizontal alignment to minimize learning gaps and increase student preparation.
- 6. Develop academic and social emotional support (MTSS) for students to address unfinished learning due to COVID pandemic.



Chapter IV: Summary from Analysis of Identified Major Student Learning Needs

Prior to COVID, our faculty and staff started taking action towards minimizing the achievement gap by increasing access to college preparation courses, college and career readiness, and establishing academic and social emotional support. The pandemic has surfaced the inequities that exist among our student population and has mobilized our school community to enhance support and allocate resources to address the needs of our students. The school has recently become a schoolwide Title I program and this shift will allow greater opportunity for teachers to receive the professional development and learning opportunities necessary to better support the academic goals and wellbeing of their students.

Based upon the profile and group findings, the identified student learning needs are:

- Improve Special Education, EL, and African American student populations on CCI indicators
- Increase student proficiency and preparation with each indicator of PUSD Graduate Profile, especially critical thinking, research/inquiry, and problem solving scores
- Increase number of students meeting a-g requirements
- Increase proficiency on CAASPP ELA and Mathematics assessments through respective courses that prepare students
- Students need meaningful and targeted social-emotional support to navigate the many challenges prior to and as a result of the pandemic

A. Organization

Strengths	Areas of Growth	Next Steps
 The school provides sufficient materials for teachers to meet the learning needs of students and has increased involvement of stakeholders in acquisition of resources. The school continues to improve communication to all stakeholders via numerous channels of communication. Increased support from PUSD in developing SPSA and resource allocation through LCAP and Title funds. Facilities have improved to better serve the needs of students and programs on campus. 	 Improved school site onboarding system for teachers new to PUSD and/or PHS. Evaluation of professional development and the impact on teacher practice and performance. Improved monitoring of student results and impact of strategies and actions on student success (continuous improvement cycle). 	 Continue to allocate funds and resources to support areas of growth in order to improve services that will result in improved student outcomes. Determine student needs due to pandemic and provide appropriate resources and professional learning opportunities for teachers to better serve students. Next steps include a targeted tutorial program, social emotional support, and accelerated instruction and credit recovery options. Refining continuous cycle of improvement to evaluate effectiveness of professional development and instructional practices on student learning.

B. Curriculum

Strengths	Areas of Growth	Next Steps
 Pasadena High School graduates enroll in post-secondary institutions at a high rate. Diverse options for students to earn college credit through AP courses, PCC dual enrollment and concurrent enrollment courses, and other institutions of higher education. Pathway academies graduate students who meet CCI indicators and have students matriculating to an institution of higher education at higher rates than non-pathway students. 	 Increasing rigorous course enrollment among AA, Hispanic, low SES students Continue identifying and remove barriers to student interest/success in rigorous courses Strengthen and support clear pathways for all students to take and be successful in rigorous courses aligned to their career interests. 	 Increasing awareness of benefits of AP courses and dual enrollment courses to families, especially African American, Hispanic, and low socioeconomic student populations, upon entering PHS. Utilize AP potential report and other school data to identify students that can enroll in AP courses.

C. Learning and Teaching

Strengths	Areas of Growth	Next Steps	
Teachers have implemented common formative assessments and have provided a variety of assessments for students.	Based on data prior to COVID and anticipating unfinished instruction, there needs to be professional development and implementation	Develop system for evaluating impact of professional development and instructional strategies	
2. Greater coherence and alignment among mathematics, English, science, history, and world language with identifying essential standards with college and career readiness and PUSD graduate profile.	of scaffolding, universal access, and accelerated instruction to ensure all students have support and access to grade level content. 2. There is a need to increase academic writing specific to research and inquiry in all	 Implement professional development on universal access, scaffolding, and implementation of strategies Common expectations of online learning platform (Canvas) to provide better transparency and 	
3. Established collaborative time for departments to conduct common planning sessions, examine student work, and share best instructional practices.	academic disciplines. 3. Greater emphasis on engaging and relevant instruction and learning opportunities for non-academy students.	predictability for students 4. Vertical and horizontal coherence during collaborative time 5. Collect data on student assignments rigor levels (DoK) and	
4. Integration of instructional technology to better support students, administer assessments, and communicate expectations and course outlines to parents through a learning management system (Canvas).	 4. Develop a system for evaluating and assessing impact of professional development and instructional strategies on student learning. 5. There is a need for NGSS- and CCSS-aligned curriculum for 	evaluate work samples with grade level standards.	
5. Special Education students have received more awareness and counseling on preparing for postsecondary planning.	Science, History, and English courses.		

D. Assessment and Accountability

Strengths	Areas of Growth	Next Steps
 Common assessments and use of technology. Summer planning for some (all) departments - lesson planning, curriculum, and assessments (additions and/or changes). English Department has developed and strengthened grade level teams, created original lessons, assessments, and curriculum while implementing new applications and learning management systems. Departments are given time on a consistent basis to meet together, plan, and lean on each other for support and guidance. Science department has developed, administered and analyzed student assessment data for each subject in the department. SPED department consistently utilizes a variety of assessment tools (formal and informal) for IEP writing, lesson planning and instruction. 	 World Language: Common assessment rubrics, focusing on specific CA World Lang. standards, increased number of common assignments- speaking performance Tasks. The English Department will prioritize enhancing flexible response to competing needs to integrate academic and social/emotional student skills. We need to continue to work on integration among different subjects and vertical alignment as well to help students continue mastering concepts as they move to higher grades. More planning time. Continue developing multiple modes of assessment. The science department results have never been utilized. Provide explicit time for review. Training in new assessment tools sped. 	 Develop protocols that enable teachers to use data to drive instructional decisions. Ensure funds are allocated to provide teachers with pullout days to analyze student work and develop plans for spiraling concepts that students may not have mastered. Develop supports for students to address unfinished learning due to the COVID pandemic.

E. School Culture and Student Support

Strengths	Areas of Growth	Next Steps
 Campus modernizations have built a more appealing, safe, and comfortable environment for students and staff. Many of our school clubs and organizations have partnerships and a reciprocal relationship of support with many community organizations. PHS offers many extracurricular options for involvement and building community as a student. Senior Defense presentations include members of the wider school and local community to participate in presentation panels and celebrate accomplishments of students. 	 Increase opportunities to recognize students, faculty, and staff. Need to develop an MTSS (RtI/PBIS) campus-wide team of faculty, staff, and students. Parent/Teacher/Counselor communication needs to be improved when a student is struggling. Increased opportunities for community involvement and building campus culture for students not part of a pathway academy. Develop a system to gather feedback and evaluate implementation of MTSS with all stakeholders in an effort to strengthen the program. 	 Develop academic and social emotional MTSS team and structure at PHS. Recognize student and staff achievements. Provide flexible and differentiated access for families to parent meetings.



Chapter V: Schoolwide Action Plan/SPSA

WASC Action Plan #1	All students will improve grade level knowledge and proficiency as demonstrated on CAASPP English and Math assessments with a focus on improving student achievement, especially for English Learners, Latinx and African American students, Special Education and low socioeconomic students.			
SPSA Goals	1, 2, 3, 6, 7	PUSD Graduate Profile/Schoolwide Learner Outcome(s)	 ☑ Critical Thinker ☑ Creative & Innovative Thinker ☑ Communicator ☑ Collaborator ☑ Prepared for College & Career ☑ External & Internal Values- Culturally Competent Citizen ☑ Healthy Mind & Body 	
Identified Major Student Learner Needs	 Improve Special Education, EL, and African American student populations on CCI indicators Increase student proficiency and preparation with each indicator of PUSD Graduate Profile, especially critical thinking, research/inquiry, and problem solving scores Increase number of students meeting a-g requirements Increase proficiency on CAASPP ELA and Mathematics assessments through respective courses that prepare students Students need meaningful and targeted social-emotional support to navigate the many challenges prior to and as a result of the pandemic 	Annual Measurable Outcomes (including student achievement of the major student learner needs, schoolwide learner outcomes, and academic standards)	 Increase of students earning C or higher in a-g courses Increased percentage of students meeting or exceeding standard on ELA and Math CAASPP exams Increased percentage of students meeting or exceeding standard on CAST exam Increased reclassification rate on ELPAC exam Special education students enrolling in general content courses Increase in percentage of students meeting college benchmark indicators on PSAT (10th & 11th grade) Increased reading proficiency as demonstrated by HMRI results at beginning, middle, and end of the school year Classroom observation data District Benchmark assessments in Reading, Math, and Science Increased percentage of students earning a C or higher in a-g courses Monitoring of RFEP students Lesson Plans 	

Strategies/Goals to accomplish	Parties Resonsible & Involved	Timeline	Resources & Proposed Expenditures	
Implementation of high quality, culturally relevant, research and standards based (CCSS, NGSS, WL standards) core instruction	All department teachers/ subject teachers	SY 2021-22, 2022-23, 2023-24	 LCAP S&C Funds Title I Funds Collaborative Time 	
Creation and implementation of Common Formative Assessments (campus and district level)	District Curriculum Coaches Instructional Coach	2023-24	 Contaborative Time Common Evaluation Protocols Training on Building Common Assessments 	
Creating common grading expectations for departments	PHS Administration Counselors		Pasadena Educational Foundation Teacher and Schoolwide Grants	
Implementing differentiated instructional support based upon needs of students (reteach and extension)	 School Psychologists College Access Plan PCC Trio Upward 			
Professional development on Universal Design for Learning (UDL)	Bound • Carnegie Learning			
Monitor progress for students who are at-risk or need acceleration	consultants • Reading Like a			
Provide time to review data on a regular basis with an inquiry and problem-solving protocol	Historian consultants BARR Coordinator			
Provide time to evaluate effectiveness of core instruction and impact of professional development on student learning				
Match and implement evidence-based interventions with fidelity for students requiring additional support (Tier 2 & 3 interventions)				
Provide tutorial support through in-person after/before school and Paper online tutorial				
Provide time and conduct BARR Block Meetings and Team Meetings to monitor ninth grade students				
Develop Accelerated Math & Science Camp for prepare targeted student groups to enroll and be successful in higher level mathematics and science courses				
Advisory lessons on executive functioning skills				
Fulltime BARR coordinator to monitor, organize, and coordinate BARR program and supports for teachers				
Offer Ethnic Studies course and other culturally relevant courses through PHS and PCC				

WASC Action Plan #2	All students will thrive in a safe, supportive environment that fosters community, respect for cultural and individual diversity, and promotes mental health and wellbeing.		
SPSA Goals	1, 2, 3, 4, 5, 7	PUSD Graduate Profile/Schoolwide Learner Outcome(s)	 □ Critical Thinker □ Creative & Innovative Thinker ☑ Communicator □ Collaborator ☑ Prepared for College & Career ☑ External & Internal Values- Culturally Competent Citizen ☑ Healthy Mind & Body
Identified Major Student Learner Needs	 Improve Special Education, EL, and African American student populations on CCI indicators Increase student proficiency and preparation with each indicator of PUSD Graduate Profile, especially critical thinking, research/inquiry, and problem solving scores Increase number of students meeting a-g requirements Increase proficiency on CAASPP ELA and Mathematics assessments through respective courses that prepare students Students need meaningful and targeted social-emotional support to navigate the many challenges prior to and as a result of the pandemic 	Annual Measurable Outcomes (including student achievement of the major student learner needs, schoolwide learner outcomes, and academic standards)	 Suspension Rate Office Referrals Expulsion Rate Attendance Rate Student Wellbeing Center Visits Mental Health referrals Student Surveys Parent Surveys Faculty & Staff Surveys Student grades Student involvement in extracurricular programs Student attendance at events

Strategies/Goals to accomplish	Parties Resonsible & Involved	Timeline	Resources & Proposed Expenditures
Implement PBIS flowchart and plan for campus with an annual review to determine effectiveness	ILT School Safety Committee School Site Council Teachers Counselors Mental Health Partners School Psychologists School Security Personnel District personnel	SY 2021-2022 SY 2022-2023 SY 2023-2024	 LCAP S&C Funds Title I Funds Collaborative Time Common Evaluation Protocols Training on Building Common Assessments Pasadena Educational Foundation Teacher and Schoolwide Grants
Monitor progress for students who are at-risk			
Create network of "influencers" to support specific groups of students identified as at-risk (Tier 2 & 3)			
Provide time to review data on a regular basis with an inquiry and problem-solving protocol			
Provide time to evaluate effectiveness and impact of professional development on student learning and behavior			
Match and implement evidence-based interventions with fidelity for students requiring additional support (Tier 2 & 3 interventions)			
Provide professional development on restorative justice practices and implement strategies			
Develop common language and expectations with PBIS to ensure consistency			
Ensure student attendance in greater than 97%			
Provide Saturday School to support students who are chronically absent			
Parent conferences for students identified as chronically absent			
Develop and implement incentive program for students with high attendance and improved attendance rates			
Continue to staff Student Wellbeing Center for students to access mental health and health counselors			
Provide virtual Wellbeing Center for students and families			
Conduct student assemblies to celebrate student groups (Homecoming, Brotherhood Assembly, Talent Show, Spring Musical, Cinco de Mayo celebration)			

WASC Action Plan #3	We will strengthen college and career readiness for all students by increasing the number of students meeting the College and Career Indicators (CCI) benchmarks and meeting a-g eligibility.				
SPSA Goals	1, 2, 3, 4, 6, 7	PUSD Graduate Profile/Schoolwide Learner Outcome(s)	 ☑ Critical Thinker ☑ Creative & Innovative Thinker ☑ Communicator ☑ Collaborator ☑ Prepared for College & Career ☑ External & Internal Values- Culturally Competent Citizen ☑ Healthy Mind & Body 		
Identified Major Student Learner Needs	 Improve Special Education, EL, and African American student populations on CCI indicators Increase student proficiency and preparation with each indicator of PUSD Graduate Profile, especially critical thinking, research/inquiry, and problem solving scores Increase number of students meeting a-g requirements Increase proficiency on CAASPP ELA and Mathematics assessments through respective courses that prepare students Students need meaningful and targeted social-emotional support to navigate the many challenges prior to and as a result of the pandemic 	Annual Measurable Outcomes (including student achievement of the major student learner needs, schoolwide learner outcomes, and academic standards)	 Student grades (C or higher in a-g courses) Enrollment in Dual/Concurrent Credit courses Enrollment in AP courses CTE academy enrollment CTE academy completion percentage CAASPP/CAST scores PSAT scores Senior Exit Survey FAFSA completion rate FAFSA "Sit & Do" attendance PCC Trio enrollment UCLA VIPS enrollment Puente enrollment CAP participants College application percentage rate 		

Strategies/Goals to accomplish	Parties Resonsible & Involved	Timeline	Resources & Proposed Expenditures
Create network of "influencers" to support specific groups of students with college application process	All department teachers/ subject teachers	SY 2021-2022 SY 2022-2023 SY 2023-2024	 LCAP S&C Funds Title I Funds Collaborative Time Common Evaluation Protocols Training on Building Common Assessments Pasadena Educational Foundation
Conduct AP Parent Night	District Curriculum Coaches	31 2023-2024	
Conduct Senior Night	 Coaches Instructional Coach PHS Administration Counselors School Psychologists College Access Plan PCC Trio Upward Bound BARR Coordinator 		
Implement a college/career curriculum through advisory for all grade levels			Teacher and Schoolwide Grants
Define and build awareness of "college readiness" at PHS			
Provide time to review data on a regular basis with an inquiry and problem-solving protocol			
Provide time to evaluate effectiveness of core instruction and impact of professional development on student learning and college/career readiness			
Identify and develop plan to eliminate a-g roadblocks			
Parent Workshops on postsecondary planning including FAFSA, college representative panels, PCC, UCLA VIPS, Upward Bound			
Virtual College & Career Center with updated resources such as FAQs, how-to videos, and additional links provided in students' home languages			
Creation and staffing of College Access Lab			
College plan development in ninth grade with counselor presentations			
Provide targeted awareness and participation in college access programs specific to BIPOC students			
Incentive and recognition of students based upon academic achievement, growth, and PUSD Graduate Profile			
College and Career counseling for Special Education and Foster Youth			

WASC Action Plan #4	All parents and guardians feel welcomed at their school, have sufficient two-way communication with their school and are provided with knowledge and skills to successfully support and advocate for their child.				
SPSA Goals	1,2,3,4,5,6,7	PUSD Graduate Profile/Schoolwide Learner Outcome(s)	 □ Critical Thinker □ Creative & Innovative Thinker ☑ Communicator ☑ Collaborator ☑ Prepared for College & Career ☑ External & Internal Values- Culturally Competent Citizen ☑ Healthy Mind & Body 		
Identified Major Student Learner Needs	 Improve Special Education, EL, and African American student populations on CCI indicators Increase student proficiency and preparation with each indicator of PUSD Graduate Profile, especially critical thinking, research/inquiry, and problem solving scores Increase number of students meeting a-g requirements Increase proficiency on CAASPP ELA and Mathematics assessments through respective courses that prepare students Students need meaningful and targeted social-emotional support to navigate the many challenges prior to and as a result of the pandemic 	Annual Measurable Outcomes (including student achievement of the major student learner needs, schoolwide learner outcomes, and academic standards)	 ELAC meeting attendance PSTA meeting attendance School Event attendance Student Surveys Parent Surveys Student grades Attendance rates FAFSA completion rate College application percentage Active Parent Portal account percentage 		

Strategies/Goals to accomplish	Parties Resonsible & Involved	Timeline	Resources & Proposed Expenditures
Creating a College-Going culture parent workshop through Parent Institute for Quality Education (PIQE)	 Teachers Community Assistant Community Schools Initiative Schools Specialist Classified Staff PTSA Board ELAC Board SSC parent representatives Administration Counselors School Psychologists BARR Coordinator 	SY 2021-2022 SY 2022-2023 SY 2023-2024	 LCAP S&C Funds Title I Funds Collaborative Time Common Evaluation Protocols Training on Building Common Assessments Pasadena Educational Foundation Teacher and Schoolwide Grants Canvas Blackboard Social media channels Aeries
Send weekly communication through Blackboard, Peach Jar, Remind, and Aeries			
Conduct 1:1 phone calls to all families during Fall and Spring semesters			
Conduct parent surveys during Fall and Spring semesters using Panorama Surveys			
Conduct events such as Senior Night, Open House, Back to School Night, Academy Nights, and AP night to keep parents informed of current school news			
Conduct monthly Coffee with the Principal events to keep parents informed of school current affairs, provide accessibility, and build community			
100% of teachers keep grades updated on weekly/ biweekly basis through Canvas and Aeries			
Develop Tier 1-3 MTSS timely supports that involve parental support and knowledge of student's performance			
Identify and problem-solve barriers that may prevent student success outside of school (i.e. food insecurity, housing insecurity, lack of high-speed internet)			
Bridge community organizations and resources to families and students			



Appendices

PUSD Local Control and Accountability Plan (LCAP)

Spring 20212 Pasadena HS Panorama Student Survey Results

Spring 2021 Pasadena HS Panorama Family Survey Results

California Healthy Kids Survey (2018-2019)

Approved AP course list

UC a-g Approved Course List

California School Dashboard Performance Indicators

Pasadena High School School Accountability Report Card (SARC)

Graduation Requirements