

# 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

Preface ..... 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 contentspecific 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

## Focus Groups Members

## A: Organization

| Bertha Aguilar Garcia | CTE |
| :--- | :--- |
| Ann Boyles | CTE |
| Dr. Richard Chung | Special Education |
| Jonathan Gardner | Science |
| Lori Hall | World Languages |
| Derek Jones | Special Education |
| Terry Ruddy | Social Studies |
| Jacob Archuleta | CTE |
| Tiffany Carpenter | CTE |
| Lisa Collins | Nurse |
| Elaine Gomez | Office Manager |
| Dieanna Harper | English |
| Erica Linares | Counselor |
| Kevin Wood | Science |
| Karla Ayala | Spanish |
| Elizabeth Champion | Registrar |
| Scott Eaton | Social Studies |
| Starr Gomez | English, Drama |
| Alexander Jazyk | English |
| Deborah Orret | CTE |

## Focus Groups Members

## 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 |

## Focus Groups Members

## C: Instruction

| Stacy Andrews | Mathematics |
| :--- | :--- |
| Anthony Brooks | Physical Education |
| Benjamin Garcia | Special Education |
| Martha Jimenez Corsi | 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 |

## Focus Groups Members

## D: Assessment

Colleen Allen
Candice Cauley
Amanda Hillig
Marian Pena
Manuel Ruiz, Jr.
Irina Shlykava
Annie Wang
Randyl Barrozo
Kyle Chapman
Benjamin Lambert
Maria Perez
Nidia Salazar
Jason Taylor
Leila Woodbey
Melody Cardenas
Ruihan He
Osvaldo Mejia
Karina Reyes
Carolina Sandoval
John Van Ackren

English
CTE
Fine Arts
Mathematics
Special Education
Special Education
World Languages
Counselor
Mathematics
Science
Community Assistant
World Languages
Mathematics
Mathematics
Special Education
World Languages
Mathematics
School Psychologist
Special Education
Mathematics

## Focus Groups Members

## E: Culture

Daniel Adams
Ryan Dahlstrom
Luis Gomez-Serrano
Jose Herrera
William Jenkins
Arturo Munoz
Dylan Rupel
Jessica Ting
Mark Atamian
Todd Dirks
Alicia Gorecki
Rachel Jacalone
Kyle Michealsen
Lauren Radclliff
Janet Silverman
Ernesto Vazquez
Diana Costa
David Flores
Jennifer Hambarsumain
Jennie Jacobsen-Huse
Dwayne Miller
Lorena Ramirez
Hillary Temple

Fine Arts
Special Education
Science
Mathematics
Social Studies
Counselor
Mathematics
Special Education
Science
Fine Arts
CTE
Science
Social Studies
Senior Clerk Typist
English
Science
ASB Bookkeeper
English/Social Studies
English
Physical Education
Special Education
Attendance Senior Clerk
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 detemined 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 $\mathrm{a}-\mathrm{g}$ 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 providing feedback after our mid-cycle visit, 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 |  | 2018-19 |  | 2019-20 |  | 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 | \% |
| :---: | :---: | :---: |
| $\mathbf{2 0 1 7 - 2 0 1 8}$ | 1143 | $63.30 \%$ |
| $\mathbf{2 0 1 8 - 2 0 1 9}$ | 1069 | $61.61 \%$ |
| $\mathbf{2 0 1 9 - 2 0 2 0}$ | 1347 | $72.50 \%$ |
| $\mathbf{2 0 2 0 - 2 0 2 1}$ | 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 | $\mathbf{2 0 1 5 - 1 6}$ | $\mathbf{2 0 1 6 - 1 7}$ | $\mathbf{2 0 1 7 - 1 8}$ | $\mathbf{2 0 1 8 - 1 9}$ | $\mathbf{2 0 1 9 - 2 0}$ | $\mathbf{2 0 2 0 - 2 0 2 1}$ |
| :--- | ---: | ---: | ---: | ---: | ---: | ---: |
| 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 |
| $r$ 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 <br> dem ic <br> Year | Total | African <br> American |  | American <br> Indian or <br> Alaska <br> Native |  | Asian |  | Filipino |  | Hispanic or Latino |  | Pacific <br> Islander |  | White |  | Two or More Races |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $\begin{gathered} 2020 \\ -21 \end{gathered}$ | 1,842 | 213 | $\begin{gathered} 11.6 \\ \% \end{gathered}$ | 7 | 0.4\% | 82 | 4.5\% | 34 | 1.8\% | 1091 | $\begin{gathered} 59.2 \\ \% \end{gathered}$ | 7 | 0.4\% | 352 | $\begin{gathered} 19.1 \\ \% \end{gathered}$ | 52 | 2.8\% |
| $\begin{gathered} 2019 \\ -20 \end{gathered}$ | 1,858 | 217 | $\begin{gathered} 11.7 \\ \% \end{gathered}$ | 6 | 0.3\% | 62 | 3.3\% | 39 | 2.1\% | 1116 | $\begin{gathered} 60.1 \\ \% \end{gathered}$ | 7 | 0.4\% | 352 | $\begin{gathered} 18.9 \\ \% \end{gathered}$ | 56 | 3.0\% |
| $\begin{gathered} 2018 \\ -19 \end{gathered}$ | 1,735 | 194 | $\begin{gathered} 11.2 \\ \% \end{gathered}$ | 4 | 0.2\% | 55 | 3.2\% | 39 | 2.2\% | 1072 | $\begin{gathered} 61.8 \\ \% \end{gathered}$ | 8 | 0.5\% | 306 | $\begin{gathered} 17.6 \\ \% \end{gathered}$ | 52 | 3.0\% |
| $\begin{gathered} 2017 \\ -18 \end{gathered}$ | 1,807 | 222 | $\begin{gathered} 12.3 \\ \% \end{gathered}$ | 4 | 0.2\% | 57 | 3.2\% | 44 | 2.4\% | 1102 | $\begin{gathered} 61.0 \\ \% \end{gathered}$ | 7 | 0.4\% | 303 | $\begin{gathered} 16.8 \\ \% \end{gathered}$ | 55 | 3.0\% |

## Enrollment by Gender

Gender enrollment is consistently balanced from year to year.

| Academ | Total |  |  |  |  |  | Grad |  |  |  | Grad |  |  |  | Grad |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | ale | Fen | ale | M |  | Fem | ale | M |  | Fem |  | M |  | Fem | ale |
| 2020-21 | 1,842 | 200 | 21.40 $\%$ | 208 | 22.90 <br> $\%$ | 269 | 28.80 $\%$ | 243 | 26.70 $\%$ | 240 | 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 | $\begin{array}{r} 25.30 \\ \% \end{array}$ | 239 | 27.4 | 234 | 27.10 $\%$ | 204 | 23.4 | 198 | $\begin{array}{r} 22.90 \\ \% \end{array}$ | 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 | $\mathbf{2 0 1 7 - 2 0 1 8}$ | $\mathbf{2 0 1 8 - 2 0 1 9}$ | $\mathbf{2 0 1 9 - 2 0 2 0}$ | $\mathbf{2 0 2 0 - 2 0 2 1}$ |
| :---: | :---: | :---: | :---: | :---: |
| 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 <br> 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.

|  | 9 |  |  |  | 10 |  |  |  | 11 |  |  |  | 12 |  |  |  | Grand Total |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 <br> Year | English Only |  | I-FEP |  | RL |  | 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 <br> 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 <br> Indian or <br> Alaska <br> Native | Asian Not <br> Hispanic | Pacific <br> Islander <br> Not | Filipino <br> Not <br> Hispanic | African <br> American <br> Not | White Not <br> Hispanic | Two or <br> More <br> Maces Not | No <br> Response | Total |
| :---: | ---: | ---: | ---: | ---: | ---: | ---: | :--- | :--- | :--- | :--- |

## 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 <br> Degree <br> (Juris <br> Doctor) | Master's <br> Degree +30 | Master's <br> Degree | Baccalaureat <br> e Degree +30 | Baccalaureate <br> Degree | None <br> Reported | Total |
| :---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |

## Professional Development

| Program/Activity | Description | Department(s) | Presenter |
| :--- | :--- | :--- | :--- |
| Summer Planning | Curriculum and calendar planning, determining <br> essential standards, establishing common grading <br> practices, refining common assessments, developing <br> projects and assignments aligned with graduate <br> profile | Mathematics | Campus |
| Writer's Workshop | Evaluating prior year's goals and outcomes, <br> establishing units of study (narrative, reading unit, <br> writing workshop), developing minilessons, <br> establishing shared expectations, identifying <br> research-based strategies to ensure students meet <br> goals | English | Campus |
| San Gabriel AP <br> Summer Institute | Workshop focused on AP updates, examining best <br> 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 <br> 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 <br> Learning <br> 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 <br> History <br> Education <br> 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; <br> 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 | CPA |
| Science Collaborative Sessions |  | Science teachers | PUSD CIPD |
| California Healthy Young Act Training | bill renamed the California Healthy Youth Act 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 $10^{\text {th }}$ 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 |
| Work-based Learning | Ongoing professional development for CTE | CTE | PUSD |


|  | 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 <br> Access <br> Network, High <br> Tech High <br> Graduate <br> School of <br> 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 <br> 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, <br> 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. $\mathrm{He} /$ 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. $\mathrm{He} /$ 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 |  |
| :--- | :--- |
| Coffee with the Principal | $\begin{array}{l}\text { Parents have the opportunity to sit down with the principal to } \\ \text { hear updates, ask questions, and give feedback in a social } \\ \text { setting. }\end{array}$ |
| New Student Orientation | $\begin{array}{l}\text { Families of new students have an opportunity to learn more } \\ \text { about PHS and the opportunities for students to get involved. } \\ \text { Families and students are able to tour the campus and have } \\ \text { the opportunity to interact in a relaxed atmosphere. PTSA } \\ \text { will provide food at this event. }\end{array}$ |
| Back to School Night | $\begin{array}{l}\text { Families are able to follow the student's schedule and meet } \\ \text { with teachers during this evening event. School organizations } \\ \text { and clubs hold a food fair during the evening. Families are } \\ \text { able to learn more about various college partners and } \\ \text { community programs that support our students and families. }\end{array}$ |
| Open House | $\begin{array}{l}\text { Prospective families and current families tour campus and } \\ \text { meet with departments to learn more about various course }\end{array}$ |
| options available and programs that students can participate |  |
| in. This evening event is usually held in the Spring. |  |$\}$

## LCFF Priority 4 - Performance on Standardized Tests

## California Assessment of Student Performance and Progress (CAASPP) <br> Academic Performance <br> English Language Arts

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

This section provides number of student groups in each color.

## 2019 Fall Dashboard English Language Arts Equity Report



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 Performance for All Students/Student Group

| All Students | English Learners | Foster Youth |
| :---: | :---: | :---: |
| Green <br> 3.3 points above standard Increased Significantly $+{ }_{351}+22.2$ points | No Performance Color 108.8 points below standard Increased ++14.2 points | No Performance Color <br> Less than 11 Students - Data Not Displayed for Privacy <br> 1 |


| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| :---: | :---: | :---: |
| No Performance Color <br> 22.1 points below standard <br> Declined -10.9 points | Yellow | Orange |
| 20 | 12.7 points below standard <br> Increased ++10.5 points | 96.7 points below standard <br> Increased <br> Significantly <br> ++50.8 points |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity


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 | Increased ++6.9 points | Increased Significantly |
| 9 | 12 | ++25.2 points |
|  |  | 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 Students Enrolled |  |  | \# of Students Tested |  |  | \# of Students with |  |  | \% of Enrolled Students |  |  |
|  | 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 Achievement for All Students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade Level | Mean Scale Score |  |  | \% Standard |  |  | \% Standard Met |  |  | \% Standard 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 |


| ReadingDemonstrating understanding of literary and non-fictional texts |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade Level | \% Above Standard |  |  | \% At or Near Standard |  |  | \% Below Standard |  |  |
|  | 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 |  |  |  |  |  |  |  |  |  |
|  | \% Above Standard | \% At or Near Standard | \% Below Standard |  |  |  |  |  |  |
|  | $\mathbf{1 6 - 1 7}$ | $\mathbf{1 7 - 1 8}$ | $\mathbf{1 8 - 1 9}$ | $\mathbf{1 6 - 1 7}$ | $\mathbf{1 7 - 1 8}$ | $\mathbf{1 8 - 1 9}$ | $\mathbf{1 6 - 1 7}$ | $\mathbf{1 7 - 1 8}$ | $\mathbf{1 8 - 1 9}$ |
| 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 |


| ListeningDemonstrating effective communication skills |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade Level | \% Above Standard |  |  | \% At or Near Standard |  |  | \% Below Standard |  |  |
|  | 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 <br> Investigating, analyzing, and presenting information |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade Level | \% Above Standard |  |  | \% At or Near Standard |  |  | \% Below Standard |  |  |
|  | 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 <br> (All Students) 

## Academic Performance <br> Mathematics

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

Red

Orange

Yellow
17
Green
$\rightarrow$
Blue
Highest
Performance

This section provides number of student groups in each color.

## 2019 Fall Dashboard Mathematics Equity Report



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 <br> 82.3 points below standard <br> Declined -10 points <br> 350 |  |  |
|  | No Performance Color | No Performance Color |
| 178.3 points below standard |  |  |
| Declined -12.1 points | Pess than 11 Students - Data Not Displayed for |  |
| Privacy |  |  |
| 1 |  |  |


| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
| :---: | :---: | :---: |
| 1 <br> No Performance Color 131.4 points below standard Declined Significantly - 82.5 points | Orange <br> 98.2 points below standard Declined -10.7 points | $\frac{\pi}{\text { Orange }}$ <br> 189.9 points below standard Increased ++4 points |


| Overall Participation for All Students |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade Level | \# of Students Enrolled |  |  | \# of Students Tested |  |  | \# of Students with |  |  | \% of Enrolled Students |  |  |
|  | 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 |

[^0]| Overall Achievement for All Students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade Level | Mean Scale Score |  |  | \% Standard |  |  | \% Standard Met |  |  | \% Standard 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 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade Level | \% Above Standard |  |  | \% At or Near Standard |  |  | \% Below Standard |  |  |
|  | 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 | 59.67 |


| Problem Solving \& Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade Level | \% Above Standard |  |  | \% At or Near Standard |  |  | \% Below Standard |  |  |
|  | 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 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade Level | \% Above Standard |  |  | \% At or Near Standard |  |  | \% Below Standard |  |  |
| ade 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 |
| All Grades | 14.91 | 10.64 | 13.22 | 56.19 | 55.85 | 49.59 | 28.90 | 33.51 | 37.19 |

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

| Class of 2016 | Class of 2017 | Class of 2018 | Class of 2019 |
| :--- | :--- | :--- | :--- |
| 33.1 Prepared | 39.8 Prepared | 49.7 Prepared | 44.1 Prepared |
| 25.9 Approaching <br> Prepared | 21.1 Approaching <br> Prepared | 22.2 Approaching <br> Prepared | 25.7 Approaching <br> Prepared |
| 41 Not Prepared | 39.1 Not Prepared | 28.2 Not Prepared | 30.2 Not Prepared |

PSAT Results (2017-2020)

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


| Class of <br> 2021 | Grade | Mean <br> Score | Percentage Met Both <br> Benchmarks | Mean Score <br> (ERW) | Percentage Met <br> Benchmark (ERW) | Mean Score <br> (Math) | Percentage Met <br> Benchmark (Math) |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| October <br> 2018 | 10 <br> $(458)$ | 861 | 23 | 439 | 52 | 423 | 24 |
| October <br> 2019 | 11 <br> $(442)$ | 904 | 22 | 459 | 45 | 445 | 23 |
|  |  |  |  |  |  |  |  |
| Class of <br> 2022 | Grade | Mean <br> Score | Percentage Met Both <br> Benchmarks | Mean Score <br> (ERW) | Percentage Met <br> Benchmark (ERW) | Mean Score <br> (Math) | Percentage Met <br> Benchmark (Math) |
| October <br> 2019 | 10 <br> $(454)$ | 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.


|  | 2017 | 2018 | 2019 | 2020 | 2021 |
| :--- | ---: | ---: | ---: | ---: | ---: |
| Total AP <br> Students | 513 | 499 | 468 | 484 | 408 |
| Number of <br> Exams | 1009 | 997 | 923 | 990 | 732 |
| AP Students <br> with Scores 3+ | 264 | 282 | 254 | 303 | 194 |
| \% of Total AP <br> Students with <br> 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 Level | Overall |  | Oral Language |  | Written Language |  | Number of Students Tested |  |
|  | 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 |

Overall Language
Percentage of Students at Each Performance Level for All Students

| Grade Level | Level 4 |  | Level 3 |  | Level 2 |  | Level 1 |  | Total Number of Students |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 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 | Level 4 |  | Level 3 |  | Level 2 |  | Level 1 |  | Total Number of Students |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 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 |

## Written Language

Percentage of Students at Each Performance Level for All Students

| Grade Level | Level 4 |  | Level 3 |  | Level 2 |  | Level 1 |  | Total Number of Students |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 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 |


| Percentage of Students by Domain Performance Level for All Students |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade <br> Level | Well Developed |  | Somewhat/Moderately |  | Beginning |  | Total Number <br> of Students |  |  |
|  | $\mathbf{1 7 - 1 8}$ | $\mathbf{1 8 - 1 9}$ | $\mathbf{1 7 - 1 8}$ | $\mathbf{1 8 - 1 9}$ | $\mathbf{1 7 - 1 8}$ | $\mathbf{1 8 - 1 9}$ | $\mathbf{1 7 - 1 8}$ | $\mathbf{1 8 - 1 9}$ |  |
| $\mathbf{9}$ | ${ }^{*}$ | 10.00 | 45.83 | 70.00 | ${ }^{*}$ | 20.00 | 24 | 20 |  |
| $\mathbf{1 0}$ | ${ }^{*}$ | 8.33 | ${ }^{*}$ | 66.67 | ${ }^{*}$ | 25.00 | 20 | 24 |  |
| $\mathbf{1 1}$ | ${ }^{*}$ | 0.00 | ${ }^{*}$ | 41.67 | ${ }^{*}$ | 58.33 | 21 | 12 |  |
| $\mathbf{1 2}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | 17 | ${ }^{*}$ |  |
| All Grades | 37.80 | 6.06 | 42.68 | 60.61 | 19.51 | 33.33 | 82 | 66 |  |


| Percentage of Students by Domain Performance Level for All Students |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade <br> Level | Well Developed |  | Somewhat/Moderately |  | Beginning |  | Total Number <br> of Students |  |  |
|  | $\mathbf{1 7 - 1 8}$ | $\mathbf{1 8 - 1 9}$ | $\mathbf{1 7 - 1 8}$ | $\mathbf{1 8 - 1 9}$ | $\mathbf{1 7 - 1 8}$ | $\mathbf{1 8 - 1 9}$ | $\mathbf{1 7 - 1 8}$ | $\mathbf{1 8 - 1 9}$ |  |
| $\mathbf{9}$ | ${ }^{*}$ | 85.00 | 50.00 | 10.00 | ${ }^{*}$ | 5.00 | 24 | 20 |  |
| $\mathbf{1 0}$ | ${ }^{*}$ | 91.67 | ${ }^{*}$ | 0.00 | ${ }^{*}$ | 8.33 | 20 | 24 |  |
| $\mathbf{1 1}$ | 61.90 | 41.67 | ${ }^{*}$ | 33.33 | ${ }^{*}{ }^{*}$ | 25.00 | 21 | 12 |  |
| $\mathbf{1 2}$ | 64.71 | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | 17 | ${ }^{*}$ |  |
| All Grades | 53.66 | 75.76 | 34.15 | 10.61 | ${ }^{*}$ | 13.64 | 82 | 66 |  |


| Percentage of Students by Domain Performance Level for All Students |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |


| Percentage of Students by Domain Performance Level for All Students |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade <br> Level | Well Developed |  | Somewhat/Moderately |  | Beginning |  | Total Number <br> of Students |  |
|  | $\mathbf{1 7 - 1 8}$ | $\mathbf{1 8 - 1 9}$ | $\mathbf{1 7 - 1 8}$ | $\mathbf{1 8 - 1 9}$ | $\mathbf{1 7 - 1 8}$ | $\mathbf{1 8 - 1 9}$ | $\mathbf{1 7 - 1 8}$ | $\mathbf{1 8 - 1 9}$ |
| $\boldsymbol{9}$ | ${ }^{*}$ | 0.00 | 87.50 | 95.00 | ${ }^{*}$ | 5.00 | 24 | 20 |
| $\mathbf{1 0}$ | ${ }^{*}$ | 8.33 | 60.00 | 87.50 | ${ }^{*}$ | 4.17 | 20 | 24 |
| $\mathbf{1 1}$ | ${ }^{*}$ | 16.67 | ${ }^{*}$ | 58.33 | ${ }^{*}$ | 25.00 | 21 | 12 |
| $\mathbf{1 2}$ | ${ }^{*}$ | ${ }^{*}$ | 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 |  |  |  |
| 0 | 0 | 2 | 1 |  |  |  |

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 | 94.4 | Less than 11 Students - Data Not <br> Displayed for Privacy |
| Maintained +0.3 | Maintained +0.3 | 9 |
| 418 | 36 |  |


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

2019 Fall Dashboard Graduation Rate by Race/Ethnicity


| Asian |
| :---: |
|  |

No Performance Color 93.3 Declined -1.7

15


Filipino


No Performance Color 100 Increased +6.7

12

| White |
| :---: |
| Blue |
| 98.7 |
| Increased +1.1 |
| 75 |

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 |  | $\mathbf{2 0 1 8 - 1 9}$ |  | 2019-20 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | N/A | N/A | 186 | $10.1 \%$ | 178 | $9.6 \%$ | 175 | $9.7 \%$ | N/A |
| Total <br> Students |  |  | 1846 |  | 1863 |  | 1804 |  |  |

## LCFF Priority 6 - School Climate

## Suspension rate

| School Year | Cumulative <br> Enrollment | Total <br> Suspensions | Unduplicated <br> Count of <br> Students <br> Suspended | Suspension <br> Rate | Percent of <br> Students <br> Suspended <br> with One <br> Suspension | Percent of <br> Students <br> Suspended <br> with Multiple <br> 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 <br> STATUS <br> 2018-19 <br> Suspension Rate | CHANGE <br> Difference between 2018-19 Suspension Rate and 201718 Suspension Rate | Number of Students Suspended in 2018-19 | Number of Students Enrolled in 2018-19 | Number of Students Suspended in 2017-18 | Number of Students Enrolled in 201718 | Prior STATUS 2017-18 Suspension Rate (rounded) | Non-certified data flag ** | Student Population < 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 | Y |
| Socioeconomically Disadvantaged | Green | Medium | Declined | 3.0\% | -1.4\% | 36 | 1,219 | 55 | 1,256 | 4.4\% | N | N |
| Students with Disabilities | Yellow | High | Declined Significantly | 7.0\% | -5.4\% | 19 | 270 | 33 | 265 | 12.5\% | N | N |
| African American | Yellow | High | Declined Significantly | 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 | Maintained | 0.0\% | 0.0\% | 0 | 56 | 0 | 61 | 0.0\% | N | Y |
| Filipino | Blue | Very Low | Maintained | 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

|  | $\begin{gathered} \text { Grade } 9 \\ \hline \end{gathered}$ | $\begin{gathered} \text { Grade } 11 \\ \% \end{gathered}$ | Table |
| :---: | :---: | :---: | :---: |
| School Engagement and Supports |  |  |  |
| School connectedness ${ }^{\dagger}$ | 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 ${ }^{\ddagger}$ | 64 | 65 | A4.5 |
| High expectations ${ }^{\ddagger}$ | 77 | 73 | A4.5 |
| Meaningful participation ${ }^{\ddagger}$ | 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 ${ }^{\S}$ | 31 | 21 | A5. 2 |
| Had mean rumors or lies spread about you ${ }^{\S}$ | 27 | 28 | A5.3 |
| Been afraid of being beaten up ${ }^{\S}$ | 15 | 8 | A5.4 |
| Been in a physical fight ${ }^{\S}$ | 8 | 8 | A5.4 |
| Seen a weapon on campus ${ }^{\S}$ | 12 | 7 | A5.6 |
| Substance Use and Mental Health |  |  |  |
| Current alcohol or drug use ${ }^{\text {a }}$ | 16 | 18 | A6.5 |
| Current marijuana use ${ }^{\text {® }}$ | 12 | 11 | A6.5 |
| Current binge drinking ${ }^{\text {d }}$ | 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 ${ }^{\text {® }}$ | 1 | 0 | A7.3 |
| Current electronic cigarette use ${ }^{\pi}$ | 10 | 5 | A7.3 |
| Experienced chronic sadness/hopelessness ${ }^{\S}$ | 33 | 34 | A8. 4 |
| Considered suicide ${ }^{\S}$ | 13 | 11 | A8. 5 |

Notes: Cells are empty if there are less than 10 respondents.
$\dagger$ Average percent of respondents reporting "Agree" or "Strongly agree."
$\ddagger$ Average percent of respondents reporting "Pretty much true" or "Very much true."
§Past 12 months.
$\uparrow$ Past 30 days.

School Environment Scales (Developmental Supports)

|  | $\begin{gathered} \text { Grade } 9 \\ \% \end{gathered}$ | $\begin{gathered} \text { Grade } 11 \\ \% \end{gathered}$ | 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 greater than or equal to 2 and less than or equal to 3; and "Low" if their average question response was less than 2.

School Connectedness, Academic Motivation, and Parent Involvement Scales

|  | $\begin{gathered} \text { Grade } 9 \\ \% \end{gathered}$ | $\begin{gathered} \text { Grade } 11 \\ \% \end{gathered}$ | 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
High
Moderate
Low
$>3.75$
$\geq 2.5$ and $\leq 3.75$
$<2.5$

Academic Motivation Parent Involvement in School
$\geq 4$
$\geq 3$ and $<4$
$<3$
$>4.25$
$>3.25$ and $\leq 4.25$
$\leq 3.25$

|  | \% | \% |
| :---: | :---: | :---: |
| Caring adults in school <br> Average reporting "Pretty much true" or "Very much true" | 64 | 65 |
| At my school, there is a teacher or some other adult... <br> 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. <br> Note: Cells are empty if there are less than 10 respondents. |  |  |


|  | $\%$ | $\%$ |
| :--- | :---: | :---: |
| High expectations-adults in school <br> Average reporting "Pretty much true" or "Very <br> much true" | 77 | 73 |
| At my school, there is a teacher or some <br> other adult... <br> who tells me when I do a good job. |  |  |
| Not at all true |  |  |
| A little true | 6 |  |
| Pretty much true | 21 | 7 |
| Very much true | 39 | 27 |
| who always wants me to do my best. | 35 | 36 |
| Not at all true | 5 | 30 |
| A little true | 12 | 4 |
| Pretty much true | 40 | 18 |
| Very much true | 43 | 38 |
| who believes that I will be a success. | 70 |  |
| Not at all true | 18 |  |
| A little true | 38 | 6 |
| Pretty much true | 37 | 21 |
| Very much true | 36 |  |

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.
Note: Cells are empty if there are less than 10 respondents.
$\% \quad \%$

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. <br> Not at all true |  |  |
| A little true | 50 | 54 |
| Pretty much true | 32 | 25 |
| Very much true | 13 | 15 |
| I do things that make a difference. | 5 | 6 |
| Not at all true | 32 |  |
| A little true | 42 | 37 |
| Pretty much true | 19 | 30 |
| Very much true | 7 | 24 |
| I have a say in how things work. | 97 | 9 |
| Not at all true | 35 | 44 |
| A little true | 14 | 32 |
| Pretty much true | 4 | 16 |
| Very much true |  | 8 |
| I help decide school activities or rules. | 73 | 66 |
| Not at all true | 20 | 19 |
| A little true | 5 | 9 |
| Pretty much true | 2 | 6 |
| Very much true |  |  |

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.

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

|  | \% | \% |
| :---: | :---: | :---: |
| 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?. I feel 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. <br> Note: Cells are empty if there are less than 10 respondents. |  |  |


|  | $\%$ | $\%$ |
| :--- | :---: | :---: |
| Academic motivation |  |  |
| Average reporting "Agree" or "Strongly agree" | 81 | 75 |
| I try hard to make sure that I am good at my <br> 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 <br> $\%$ | Table |
| :---: | :---: | :---: | :---: |
| School Engagement and Supports School connectedness ${ }^{*}$ | $\begin{aligned} & \hline 7 \\ & 0 \end{aligned}$ | 6 0 | A4.6 |
| Academic motivation ${ }^{*}$ | $8$ | 7 5 | A4.6 |
| Chronic truancy (twice a month or more often) ${ }^{\xi}$ | 2 | 4 | A4.2 |
| Caring adult relationships ${ }^{\text {t }}$ | $\begin{aligned} & 6 \\ & 4 \end{aligned}$ | 6 5 | A4.5 |
| High Expectations ${ }^{\text {* }}$ | $\begin{aligned} & 7 \\ & 7 \end{aligned}$ | 7 3 | A4.5 |
| Meaningful participation* | $\begin{aligned} & 2 \\ & 4 \end{aligned}$ | 2 9 | A4.5 |
| Facilities upkeep ${ }^{\ddagger}$ | $\begin{aligned} & 3 \\ & 7 \end{aligned}$ | 3 1 | A4.13 |
| Parent involvement in school ${ }^{\dagger}$ | $\begin{aligned} & 5 \\ & 7 \end{aligned}$ | 4 8 | A4.6 |
| School Safety <br> School perceived as very safe or safe | $\begin{aligned} & 6 \\ & 4 \end{aligned}$ | 6 3 | A5.1 |
| Experienced any harassment or bullying ${ }^{\S}$ | $\begin{aligned} & 3 \\ & 1 \end{aligned}$ | 2 | A5.2 |
| Had mean rumors or lies spread about you | $\begin{aligned} & 2 \\ & 7 \end{aligned}$ | 2 | A5.3 |
| Been afraid of being beaten up ${ }^{\S}$ | $\begin{aligned} & 1 \\ & 5 \end{aligned}$ | 8 | A5.4 |
| Been in a physical fight ${ }^{\text { }}$ | 8 | 8 | A5.4 |
| Seen a weapon on campus ${ }^{\S}$ | $\begin{aligned} & 1 \\ & 2 \end{aligned}$ | 7 | A5.6 |
| Substance Use and Mental Health Current alcohol or drug usef | $\begin{aligned} & 1 \\ & 6 \end{aligned}$ | 1 | A6.5 |
| Current marijuana use ${ }^{\text {f }}$ | $\begin{aligned} & 1 \\ & 2 \end{aligned}$ | 1 | A6.5 |
| Current binge drinking ${ }^{\text {f }}$ | 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 |


|  | $\begin{array}{r} \text { Grade } 9 \\ \% \end{array}$ | Grade 11 <br> \% | Table |
| :---: | :---: | :---: | :---: |
| Current cigarette smoking ${ }^{\text {f }}$ | 1 | 0 | A7.3 |
| Current electronic cigarette use ${ }^{\text {¢ }}$ | $\begin{aligned} & \mathbf{1} \\ & \mathbf{0} \end{aligned}$ | 5 | A7.3 |
| Experienced chronic sadness/hopelessness ${ }^{\S}$ | $\begin{aligned} & 3 \\ & 3 \\ & \hline \end{aligned}$ | $\begin{aligned} & \hline 3 \\ & 4 \\ & \hline \end{aligned}$ | A8.4 |
| Considered suicide ${ }^{\S}$ | $\begin{aligned} & \mathbf{1} \\ & \mathbf{3} \end{aligned}$ | 1 | A8.5 |

Expulsion Rate

| School Year | Cumulative <br> Enrollment | Total <br> Expulsions | Unduplicated <br> Count of <br> Students <br> Expelled | Expulsion <br> Rate |
| :--- | ---: | ---: | ---: | ---: |
| $2017-2018$ | 1,902 | 0 |  | 0 |
| $2018-2019$ | 1,847 | 0 | 0 | $0.00 \%$ |
| $2019-2020$ | 1,952 | 0 |  | 0 |

## Discipline Referrals

When examining cohorts, the Class of 2020 saw a significant reduction in referrals from tenth grade in 201718 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 <br> (LASA) |  |  |
| Leo Club |  |  |
| Model A Ford Club |  |  |
| Model Building Club |  |  |
| Orchesis |  |  |
| 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 <br> Students | African American | Asian | Filipino | Hispanic | White | Two or More Races | English Learners | Socio-economic Disadvantaged | Students with Disabilitie | 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.

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


| a-g Completion | $\begin{gathered} 86.4 \\ \% \\ (159 \\ ) \\ \\ (L 4) \end{gathered}$ | $100.0 \%$ <br> (9) <br> (L4) | 81.8\% <br> (9) <br> (L4) | $\begin{gathered} 90.0 \% \\ (9) \\ (\mathrm{L} 4) \end{gathered}$ | 80.4\% <br> (82) <br> (L4) | $97.7 \%$ <br> (42) <br> (L4) | $87.5 \%$ <br> (7) <br> (L4) | $66.7 \%$ <br> (2) <br> (L3) | $\begin{gathered} 83.3 \% \\ (110) \\ (\mathrm{L} 4) \end{gathered}$ | $\begin{gathered} 100.0 \% \\ (10) \\ (\mathrm{L} 4) \end{gathered}$ | 82.4\% <br> (14) <br> (L4) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| State Seal of Biliteracy | $\begin{gathered} 9.2 \\ \% \\ (17) \\ \\ \text { (L1) } \end{gathered}$ | $0.0 \%$ <br> (0) <br> (L1) | 0.0\% <br> (0) <br> (L1) | 0.0\% <br> (0) <br> (L1) | $\begin{gathered} 16.7 \% \\ (17) \\ \text { (L1) } \end{gathered}$ | $\begin{gathered} 0.0 \% \\ (0) \\ \text { (L1) } \end{gathered}$ | $0.0 \%$ <br> (0) <br> (L1) | $\begin{gathered} 0.0 \% \\ (0) \\ \text { (L1) } \end{gathered}$ | $\begin{gathered} 12.9 \% \\ (17) \\ \text { (L1) } \end{gathered}$ | 0.0\% <br> (0) <br> (L1) | $17.6 \%$ <br> (3) <br> (L1) |
| Leadership/ Military Science | $\begin{gathered} 1.1 \\ \% \\ (2) \\ \\ \text { (L1) } \end{gathered}$ | 0.0\% <br> (0) <br> (L1) | 0.0\% <br> (0) <br> (L1) | 0.0\% <br> (0) <br> (L1) | $2.0 \%$ <br> (2) <br> (L1) | $\begin{gathered} 0.0 \% \\ (0) \\ (\mathrm{L} 1) \end{gathered}$ | $\begin{gathered} 0.0 \% \\ (0) \\ \text { (L1) } \end{gathered}$ | $\begin{gathered} 0.0 \% \\ (0) \\ \text { (L1) } \end{gathered}$ | $1.5 \%$ <br> (2) <br> (L1) | 0.0\% <br> (0) <br> (L1) | $\begin{gathered} 0.0 \% \\ (0) \end{gathered}$ |

## 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 |
| Hispanic |  |  |  |  |
| Number of Grads | 240 | 251 | 264 | 230 |
| Grads met req | 81 | 111 | 108 | 94 |
| \% of grads met req | 34 | 44 | 40 | 40 |
| African American |  |  |  |  |
| Number of Grads | 51 | 69 | 54 | 60 |
| Grads met req | 20 | 35 | 23 | 23 |
| \% of grads met req | 39 | 51 | 42 | 38 |
| White |  |  |  |  |
| Number of Grads | 78 | 81 | 80 | 70 |
| Grads met req | 45 | 60 | 58 | 39 |
| \% of grads met req | 58 | 74 | 72 | 55 |
| Asian |  |  |  |  |
| Number of Grads | 23 | 19 | 35 | 32 |
| Grads met req | 11 | 13 | 23 | 26 |
| \% of grads met req |  |  | 65 | 81 |

## College and Career Readiness

| Race / Ethnicity | High <br> School Completers | High <br> School <br> Completers Enrolled in College | College-Goi ng Rate | Enrolled In-State |  |  |  | Enrolled Out-Of-State |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | University of California | California <br> State <br> University | California Communit y College | Private 2and 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 <br> Indian or <br> Alaska <br> 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 <br> 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 <br> Through the Consolidated <br> Application | $\$ 406,958.00$ | $\$ 303,463.00$ |
| Total Title I and CSI Funds Budgeted <br> for Strategies to Meet the Goals in <br> the SPSA | $\$ 165,542.00$ | $\$ 122,688.00$ |
| Other State/Local Funds provided to <br> the school | $\$ 241,416.00$ | $\$ 180,775.00$ |
| Federal Programs Funding <br> Sources | $\$ 165,542.00$ | $\$ 122,688.00$ |
| Title I | $\$ 241,416.00$ | $\$ 180,775.00$ |
| State or Local Programs Funding <br> Sources |  |  |
| LCFF - Supplemental and <br> Concentration (S/C) |  |  |

## 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 $\mathrm{a} 74 \%$ 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

Topic Description
Results
Comparison

## Climate of Support for Academic Learning



91\% Pasadena Unified School
District

Knowledge and Fairness of Discipline, Rules and Norms

85\%
90\% Pasadena Unified School
District

| Safety | $\mathbf{9 5 \%}$ | $\mathbf{9 7 \%}$ | Pasadena Unified School <br> District |
| :--- | :--- | :--- | :--- |
| Sense of Belonging (School <br> Connectedness) | $\mathbf{8 5 \%}$ | $\mathbf{9 3 \%}$ | Pasadena Unified School <br> District |

## 66 responses

## Climate of Support for Academic Learning

Your average

66 responses

How did people respond? $\qquad$
Q.1: This school provides high quality instruction to my child.

| Strongly agree | $27 \%$ |  | 18 |  |
| ---: | ---: | :--- | :--- | :--- |
| Agree | $56 \%$ |  |  |  |
| Disagree | $14 \%$ |  | 9 |  |
| Strongly disagree | $3 \%$ | $\\| 2$ |  |  |

Favorable: 83\%
Q.2: This school has high expectations for all students.


# Knowledge and Fairness of Discipline, Rules and Norms 



66 responses

District average: 90\% Pasadena Unified School District

How did people respond? $\qquad$
Q.1: This school clearly informs students what would happen if they break school rules.



## Safety

Your average

95\%
66 responses

How did people respond?
Q.1: My child is safe in the neighborhood around the school.

| Strongly agree | $30 \%$ |  | 20 |
| ---: | ---: | ---: | ---: |
| Agree | $64 \%$ |  |  |
| Disagree | $5 \%$ | 3 | 42 |
| Strongly disagree | $2 \%$ | 1 |  |

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

| Strongly agree | $35 \%$ |  | 23 |
| ---: | :---: | :---: | :---: |
| Agree | $61 \%$ |  | 40 |
| Disagree | $5 \%$ | 3 |  |
| Strongly disagree | $0 \%$ | 0 |  |

## Sense of Belonging (School Connectedness)

Your average

66 responses

How did people respond? $\qquad$

Q.3: School staff takes my concerns seriously.


Favorable: 83\%
Q.5: School staff responds to my needs in a timely manner.


Favorable:
74\%


Favorable: 95\%
Q.4: School staff welcomes my suggestions.


Favorable: 83\%
Q.6: School staff is helpful.


Favorable: 86\%
Q.7: My child's background (race, ethnicity, religion, economic status) is valued at this school.


## 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
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,

## Supporting Evidence

- Mission and vision visible on all professional development and campus meeting documents
- PUSD 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 <br> - A Monday Agendas <br> - Student handbook <br> - School website <br> - School Site Council Meetings <br> - PTSA Meetings <br> - ELAC Meetings <br> - 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. <br> 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. <br> 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. <br> 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. | - PHS SPSA <br> - SSC meetings <br> - ELAC meetings <br> - PTSA meetings <br> - ILT meetings <br> - Department meetings <br> - Staff meetings <br> - Grade Level meetings <br> - |

## 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. <br> 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. <br> Both the Governing Board and the District Administration's roles and responsibilities are available online. Their documents are easily retrievable and accessible. <br> 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 <br> - SPSA <br> - LCAP <br> - Administration Meetings <br> - ILT agendas <br> - A Monday Staff Meeting agendas <br> - SSC agendas <br> - ELAC agendas <br> - PTSA agendas <br> - Counselor meetings <br> - Student Wellbeing Center <br> - Bulldog Days <br> - BARR program <br> - Blackboard <br> - 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 <br> - School board meetings, policies <br> - UTP Contract <br> - Union emails, meetings, newsletter <br> - School board mass emails <br> - District handbook |


| accountable to maintain these standards. The <br> CSTP's outline how Pasadena educators can <br> strengthen their teaching skills and the governing <br> board has the authority to make sure progress is <br> happening through the evaluation system. When <br> the Governing Board or the United Teachers of <br> Pasadena (UTP) would like to revise expectations <br> for teaching staff they are free to enter into <br> negotiations. UTP may communicate to the staff <br> through newsletters and meetings and the School |  |  |
| :--- | :--- | :--- |
| Board communicates through school visits, school <br> board meetings and district communications. |  |  |
| A2.3. Uniform complaint procedures are <br> established by the governing board, and the <br> process is disseminated to staff members. The <br> school leadership works closely with the | • |  |
| CSEA and CTA local chapter leadership when <br> issues arise related to employees. In addition <br> to this, PHS administration makes themselves with UTP, CSEA, and <br> available and accessible where staff are able |  | Uniform Complaint Procedure <br> (https://www.pusd.us/Page/224) <br> Board Policy |
| to voice concerns. The process for students <br> and parents to file complaints about school <br> and district policies is available online and is <br> accessible in English, Spanish, and Armenian. <br> Counselors, teachers and administrators are <br> available through in-person, e-mail and <br> telephonic communication. |  |  |

## 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 <br> continuous improvement cycle focused on identifying student <br> needs, developing action plans, and monitoring the success of <br> students. English and Math departments have analyzed <br> student data through both formative and summative <br> assessments. English teachers have examined students, | $\bullet$ <br> Minutes |
| written work, Houghton Mifflin Reading Inventory (HMRI) <br> results, PSAT, CAASPP scores, and individual conferences <br> and Mathematics teachers have used CAASPP, PSAT, |  |
| 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.

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.
A3.4 Pasadena High School has effective existing structures for internal communication, planning, and resolving differences. Faculty Meetings are used to discuss and share

- Math Department meetings and agendas
- English Department meetings and agendas
- HMRI semester results
- Research paper rubrics and calibration sessions
- ILT Agendas
- A Monday Agendas
- Department agendas
- Academy agendas
- ILT agendas
- SSC Agendas \& Minutes
- ELAC Agendas \& Minutes
- Math Department meetings and agendas
- English Department meetings and agendas

| 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) <br> - Peachjar <br> - Social Media (Instagram, Facebook, Twitter) <br> - Canvas Announcements <br> - Constant Contact (weekly) <br> - 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 <br> regarding qualification, statutory requirements of current and <br> potential staff for all programs, including all types of online <br> instruction and specialized programs such as college/career <br> preparation are clear. Additionally, specific school site <br> expectations and responsibilities are posted in the job <br> description, which is posted for public viewing on Edjoin. The <br> hiring of new staff is coordinated by the district office and site | • District Hiring Policies <br> personnel will work within the established guidelines and <br> procedures to ensure that highly-qualified staff is hired in a <br> proper and fair manner. |
| Development Days from <br> New teachers are enrolled in a rigorous induction program <br> from PUSD that helps them assess student learning, gather <br> data, reflect on their teaching, gather evidence and form | Instruction |


| 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. <br> 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 <br> - A Monday Feedback Surveys <br> - District PD Agendas <br> - District PD Feedback Surveys <br> - District PD Presentation Registration form <br> - Read Like a Historian <br> - Carnegie Math Pullout Days <br> - 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 <br> - Department meeting agendas <br> - PUSD Professional Development \& Summer Institute |


| A4.4 Pasadena High School follows evaluation guidelines <br> approved by the labor union and the school board. Depending <br> on teaching seniority, they are evaluated every year <br> (probationary teachers), or every other year, (permanent <br> teachers). In addition to formal evaluations, the Pasadena <br> High School administration uses walkthroughs to gauge the <br> degree to which strategies or methods provided in <br> professional development are being implemented. | $\bullet$ | UTP- PUSD Contract <br> PUSD Board Policy |
| :--- | :--- | :--- |
| A4.5 Pasadena High School implements a clear system to <br> communicate administrator and faculty written policies, <br> procedures, and handbooks that define responsibilities, <br> operational practices, decision-making processes, and <br> relationships of leadership and staff. This is accomplished <br> through the PHS faculty and staff handbook. There is a need <br> to improve systems for new teachers on campus. PHS <br> administration will inform teachers of any new policies <br> throughout the school year through email or during staff <br> meetings. | $\bullet$ PHS Faculty and Staff |  |
|  | • Handbook |  |$\quad$| A Monday agendas |
| :--- |

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


| 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) <br> - Pasadena School District Bond TT <br> - Work order and district maintenance schedules <br> - Custodial cleaning schedules and areas <br> - 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 <br> - Department meeting agendas <br> - Canvas pages \& resources <br> - PUSD PD Institutes |

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

Prioritize and list the strengths and growth areas for the criteria and indicators in Category $\mathbf{A} .^{1}$

## 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 $\mathrm{a}-\mathrm{g}$ 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 <br> coherent curriculum based on current educational research <br> and thinking that supports the academic standards. Carnegie | $\bullet$District Scope \& Sequence <br> Learning Curriculum aligns with Common Core State |
| Lesson Plans <br> Standards and is based on current educational research, with <br> an emphasis on conceptual understanding and collaborative <br> instruction among students.The Carnegie Learning curriculum <br> is used for Math 1, Math 2, and Math 3. Carnegie MATHia <br> agendas | $\bullet$ |
| allows for more options with remedial modules (for | Summer planning agendas |
| Academy meeting agendas <br> as a means to help address NGSS expectations. History <br> courses have integrated research writing, an effort to support <br> increasing literacy and preparing students for college, and <br> inquiry through the use of DBQs. Students in our academies <br> participate in Linked Learning Activities, which have been <br> proven to engage students and help with graduation rates. |  |


| Courses adhere to many of the CSTA standards . <br> 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 collegeand 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. <br> 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. | - Reports and observed progress, student work samples <br> - Approval from CollegeBoard <br> - Evaluation for approval to ensure courses are a-g, working to approve all courses through UC Doorway Catalog <br> - Student 4-year plans <br> - Standards posted, through lesson planning, objectives |
| 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. <br> 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 | - Testing results <br> - Test Administration Data <br> - Projects <br> - Daily assignments <br> - StudySync assessments <br> - AP testing <br> - SBAC <br> - CAASPP <br> - SAT, PSAT <br> - ACT <br> - CAST <br> - ASVAB <br> - Mathia <br> - PAC <br> - Performance Based <br> - Assessments. <br> - PD Sign in Sheets/Agenda Teacher <br> - Gradebook Data <br> - 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 <br> - Move some concepts to the beginning of the year to help focus on the math skills necessary for Physics concepts. <br> - Math is integrating ELA concepts that include: providing supporting evidence for conclusions, comparing and contrasting different methodologies, and developing complete sentences when expressing ideas. <br> - 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" | - 8th Grade Shadow Days <br> - Sierra Madre Middle School High School Night <br> - Eliot School of the Arts High School Night <br> - PEN High School 101 event <br> - Open House <br> - PCC enrollment (Spring) <br> - PCC \& CSULA Upward Bound Trio <br> - PCC Talent Search <br> - LEARNS program |

[^1]
## 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 <br> - Open access to AP enrollment and success rates <br> - College and Career center <br> - Counseling visits <br> - College field trips <br> - College Fairs <br> - HBCU College Fairs <br> - 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 <br> - a-g requirements awareness (back of ID, posters in class) <br> - Student Handbook <br> - Registration (Bulldog Days) <br> - New Student Orientation <br> - 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: <br> - Students, families, and teachers have access to Aeries tools for showing progress students are making toward UC/CSU eligibility | - Counselor presentations <br> - 4-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

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


# ACS WASC Category B. Curriculum: <br> 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.


## 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
- 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 | Supporting Evidence |
| :---: | :---: |
| 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. | - 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. <br> - Differentiated assignments that give choice to students, i.e., AIR Projects, assessment projects, etc. <br> - Demonstration of 'defended learning': students defend their creative choices to the teacher in written format <br> - Senior Reflection Essay explicitly asks how student skills can be used later on in life <br> - Student assessments, particularly: essays (thematic, argumentative, comparative, research) and presentations <br> - Writing process traditions: peer review and edit, workshopping with teacher, reflecting on growth and areas of need <br> - College Access Plan, community service hours, Workability, PUSD |


|  | Outreach Program Collaborative, PCC Day, trio |
| :---: | :---: |
| 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. <br> 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. | - Student work <br> - Integrated projects (CAMAD) <br> - Student created videos/online presentations <br> - Document Based Questions <br> - Presentations <br> - Mock Trial <br> - Lesson Plans <br> - Essays <br> - Teachers utilizing mentor texts for reading and writing <br> - Socratic Seminars <br> - 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. |
| 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. | - Senior defense portfolio written essays and presentations <br> - 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 use effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders. The ILT and SSC examine the California Dashboard Performance Indicators, analyzing areas of focus and applying them to our SPSA. Departments will examine student work and common formative assessments to determine how this will impact instruction. Teachers also utilize reports from benchmark assessments to gauge student progress. AP Teachers utilize the College Board Assessments to determine the progress of students. Teachers utilize Aeries 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. | - SSC agendas and minutes <br> - Department meeting agendas and minutes <br> - Lesson Plans <br> - Aeries grade reports <br> - PSAT data <br> - SAT data <br> - CAASPP results <br> - MDTP <br> - California Dashboard <br> - Common assessments |
| D1.2 Pasadena High 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. Expectations with respect to grades, teachers provide this information through the syllabus at the beginning of the year and the grading scales are also visible on Aeries and Canvas. Our English department instructors participate in group curriculum development and monitoring department pacing through weekly meetings. 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. | - Course Syllabi <br> - Aeries <br> - Canvas <br> - SST Meetings <br> - 504 meetings <br> - PSAT results <br> - Department meetings agendas <br> - ILT agendas |
| D1.3 Pasadena High 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. Counselors conduct annual meetings 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. | - Canvas <br> - Announcements <br> - Information through social media channels <br> - Aeries <br> - PUSD Graduate Profile |

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.

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.

- PUSD Graduate Profile
- Aeries
- Canvas
- Weekly Lesson Plans
- Master Schedule
- Senior Portfolio and Defense Rubrics
- 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, collegeand 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 <br> - Summative reports from various platforms guide instruction: Quiz/Test results, Mathia, Kahoot, Quizzes, Google Forms <br> - Daily feedback during class <br> - weekly through assessments (quiz/test/exit ticket), <br> - Aeries <br> - Canvas grades <br> - Google Forms/Survey Stats <br> - Updating grades regularly in Aeries/Canvas. <br> - Teachers can use specialized rubrics <br> - Mathia reports <br> - Reports provided by Khan Academy and College Board <br> - HMRI data <br> - 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 with families via e-mail in the form of a "Pasadena High | - School Clubs <br> - Agendas, minutes, and attendance sheets of ELAC meetings <br> - Agendas, minutes, and attendance sheets of PTSA meetings <br> - Agendas, minutes, and attendance sheets of School Site Council meetings <br> - Agendas, minutes, and attendance sheets of ASB meetings <br> - Agendas, minutes, and attendance sheets of BSU meetings <br> - Parent nights <br> - Campus tours <br> - Online weekly announcements <br> - Electronic communication sent to 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 <br> 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. <br> 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. <br> With respect to internet safety, the district has expectations | E2.1 Safe, Clean, and Orderly Environment: <br> - Facilities upgrade reflect increased investment in school safety and cleanliness <br> - Athletic facilities including new gymnasiums and a track reflect greater opportunities for students to participate in sports <br> - Space and construction has made more room for class sizes. <br> - Custodial station assignments <br> - Custodial daily checklists <br> - Security station assignments <br> - Student Wellbeing Center <br> - PHS complies with internet safety by implementing the Gaggle notifications (student technology) <br> - Counseling students who engage in at risk behaviors online |


| listed in the student handbook. Teachers have a number of <br> resources such as Hapara, Gaggle, and tools within Webex to <br> monitor student internet use and ensure classes are locked to <br> prevent nonstudents attending virtual classes. | $\bullet$Williams Complaint Form <br> is displayed on every <br> classroom wall <br> Student Daily Health <br> The Williams Complaint Form is displayed on every <br> classroom wall so that students are aware of their rights. |
| :--- | :--- |
| There is also a link on the PHS website under the "General <br> Information" tab. During hybrid learning, PHS conducted <br> daily health checks for students prior to entering campus. | questionnaire) |

[^2]
## 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. <br> 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 <br> - SST meetings <br> - 504 meetings <br> - Wellbeing Center <br> - Number of students who participated in Kaiser workshops <br> - DMH workshops <br> - Sexual Health lessons <br> - Referrals for Mental Health <br> - Tutorial times for students <br> - PCC enrollment <br> - LEARNS tutorial logs <br> - 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)
6. Students need to strengthen research, inquiry, and other subject literacy skills in order to access and engage with all subjects.
7. 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
8. Students need meaningful and targeted social-emotional support to navigate the many challenges of the current times
9. 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 |
| :---: | :---: | :---: |
| 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. <br> 2. The school continues to improve communication to all stakeholders via numerous channels of communication. <br> 3. Increased support from PUSD in developing SPSA and resource allocation through LCAP and Title funds. <br> 4. Facilities have improved to better serve the needs of students and programs on campus. | 1. Improved school site onboarding system for teachers new to PUSD and/or PHS. <br> 2. Evaluation of professional development and the impact on teacher practice and performance. <br> 3. Improved monitoring of student results and impact of strategies and actions on student success (continuous improvement cycle). | 1. Continue to allocate funds and resources to support areas of growth in order to improve services that will result in improved student outcomes. <br> 2. 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. <br> 3. 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 |
| :--- | :--- | :--- |
| 1. Pasadena High School graduates <br> enroll in post-secondary <br> institutions at a high rate. | 1. Increasing rigorous course <br> enrollment among AA, Hispanic, <br> low SES students | 1. Increasing awareness of benefits <br> of AP courses and dual enrollment <br> courses to families, especially <br> African American, Hispanic, <br> and low socioeconomic student <br> Diverse options for students to <br> earn college credit through AP <br> courses, PCC dual enrollment and <br> concurrent enrollment courses, <br> and other institutions of higher <br> education. |
| 2.Continue identifying and remove <br> barriers to student interest/success <br> in rigorous courses <br> Pathway academies graduate <br> students who meet CCI indicators <br> and have students matriculating to <br> an institution of higher education <br> at higher rates than non-pathway <br> students.3. Strengthen and support clear <br> pathways for all students to take <br> and be successful in rigorous <br> courses aligned to their career <br> interests. | 2. Utilize AP potential report and <br> other school data to identify <br> students that can enroll in AP <br> courses. |  |

## C. Learning and Teaching

| Strengths | Areas of Growth | Next Steps |
| :---: | :---: | :---: |
| 1. Teachers have implemented common formative assessments and have provided a variety of assessments for students. <br> 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. <br> 3. Established collaborative time for departments to conduct common planning sessions, examine student work, and share best instructional practices. <br> 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). <br> 5. Special Education students have received more awareness and counseling on preparing for postsecondary planning. | 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. <br> 2. There is a need to increase academic writing specific to research and inquiry in all academic disciplines. <br> 3. Greater emphasis on engaging and relevant instruction and learning opportunities for non-academy students. <br> 4. Develop a system for evaluating and assessing impact of professional development and instructional strategies on student learning. <br> 5. There is a need for NGSS- and CCSS-aligned curriculum for Science, History, and English courses. | 1. Develop system for evaluating impact of professional development and instructional strategies <br> 2. Implement professional development on universal access, scaffolding, and implementation of strategies <br> 3. Common expectations of online learning platform (Canvas) to provide better transparency and predictability for students <br> 4. Vertical and horizontal coherence during collaborative time <br> 5. Collect data on student assignments rigor levels (DoK) and evaluate work samples with grade level standards. |

## D. Assessment and Accountability

| Strengths | Areas of Growth | Next Steps |
| :---: | :---: | :---: |
| 1. Common assessments and use of technology. <br> 2. Summer planning for some (all) departments - lesson planning, curriculum, and assessments (additions and/or changes). <br> 3. English Department has developed and strengthened grade level teams, created original lessons, assessments, and curriculum while implementing new applications and learning management systems. <br> 4. Departments are given time on a consistent basis to meet together, plan, and lean on each other for support and guidance. <br> 5. Science department has developed, administered and analyzed student assessment data for each subject in the department. <br> 6. SPED department consistently utilizes a variety of assessment tools (formal and informal) for IEP writing, lesson planning and instruction. | 1. 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. <br> 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. <br> 3. More planning time. <br> 4. Continue developing multiple modes of assessment. <br> 5. The science department results have never been utilized. <br> 6. Provide explicit time for review. <br> 7. Training in new assessment tools sped. | 1. Develop protocols that enable teachers to use data to drive instructional decisions. <br> 2. 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. <br> 3. 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 |
| :---: | :---: | :---: |
| 1. Campus modernizations have built a more appealing, safe, and comfortable environment for students and staff. <br> 2. Many of our school clubs and organizations have partnerships and a reciprocal relationship of support with many community organizations. <br> 3. PHS offers many extracurricular options for involvement and building community as a student. <br> 4. Senior Defense presentations include members of the wider school and local community to participate in presentation panels and celebrate accomplishments of students. | 1. Increase opportunities to recognize students, faculty, and staff. <br> 2. Need to develop an MTSS (RtI/ PBIS) campus-wide team of faculty, staff, and students. <br> 3. Parent/Teacher/Counselor communication needs to be improved when a student is struggling. <br> 4. Increased opportunities for community involvement and building campus culture for students not part of a pathway academy. <br> 5. Develop a system to gather feedback and evaluate implementation of MTSS with all stakeholders in an effort to strengthen the program. | 1. Develop academic and social emotional MTSS team and structure at PHS. <br> 2. Recognize student and staff achievements. <br> 3. 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 <br> Profile/Schoolwide <br> Learner Outcome(s) | ■ Critical Thinker <br> - Creative \& Innovative Thinker <br> $\square$ Communicator <br> v Collaborator <br> - Prepared for College \& Career <br> © External \& Internal Values- Culturally Competent Citizen <br> V Healthy Mind \& Body |
| Identified Major Student Learner Needs | - Improve Special Education, EL, and African American student populations on CCI indicators <br> - Increase student proficiency and preparation with each indicator of PUSD Graduate Profile, especially critical thinking, research/inquiry, and problem solving scores <br> - Increase number of students meeting a-g requirements <br> - Increase proficiency on CAASPP ELA and Mathematics assessments through respective courses that prepare students <br> - 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 <br> - Increased percentage of students meeting or exceeding standard on ELA and Math CAASPP exams <br> - Increased percentage of students meeting or exceeding standard on CAST exam <br> - Increased reclassification rate on ELPAC exam <br> - Special education students enrolling in general content courses <br> - Increase in percentage of students meeting college benchmark indicators on PSAT (10th \& 11th grade) <br> - Increased reading proficiency as demonstrated by HMRI results at beginning, middle, and end of the school year <br> - Classroom observation data <br> - District Benchmark assessments in Reading, Math, and Science <br> - Increased percentage of students earning a C or higher in a-g courses <br> - Monitoring of RFEP students <br> - 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 <br> - District Curriculum Coaches <br> - Instructional Coach <br> - PHS Administration <br> - Counselors <br> - School Psychologists <br> - College Access Plan <br> - PCC Trio Upward Bound <br> - Carnegie Learning consultants <br> - Reading Like a Historian consultants <br> - BARR Coordinator | $\begin{aligned} & \text { SY 2021-22, } \\ & 2022-23, \\ & 2023-24 \end{aligned}$ | - LCAP S\&C Funds <br> - Title I Funds <br> - Collaborative Time <br> - Common Evaluation Protocols <br> - Training on Building Common Assessments <br> - Pasadena Educational Foundation Teacher and Schoolwide Grants |
| Creation and implementation of Common Formative Assessments (campus and district level) |  |  |  |
| Creating common grading expectations for departments |  |  |  |
| Implementing differentiated instructional support based upon needs of students (reteach and extension) |  |  |  |
| Professional development on Universal Design for Learning (UDL) |  |  |  |
| Monitor progress for students who are at-risk or need acceleration |  |  |  |
| Provide time to review data on a regular basis with an inquiry and problemsolving protocol |  |  |  |
| 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 <br> Profile/Schoolwide <br> Learner Outcome(s) | $\square$ Critical Thinker <br> $\square$ Creative \& Innovative Thinker <br> - Communicator <br> $\square$ Collaborator <br> $\boxtimes$ Prepared for College \& Career <br> V External \& Internal Values- Culturally Competent Citizen <br> $\checkmark$ Healthy Mind \& Body |
| Identified Major Student Learner Needs | - Improve Special Education, EL, and African American student populations on CCI indicators <br> - Increase student proficiency and preparation with each indicator of PUSD Graduate Profile, especially critical thinking, research/inquiry, and problem solving scores <br> - Increase number of students meeting a-g requirements <br> - Increase proficiency on CAASPP ELA and Mathematics assessments through respective courses that prepare students <br> - 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 <br> - Office Referrals <br> - Expulsion Rate <br> - Attendance Rate <br> - Student Wellbeing Center Visits <br> - Mental Health referrals <br> - Student Surveys <br> - Parent Surveys <br> - Faculty \& Staff Surveys <br> - Student grades <br> - Student involvement in extracurricular programs <br> - 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 <br> - School Safety Committee <br> - School Site Council <br> - Teachers <br> - Counselors <br> - Mental Health Partners <br> - School Psychologists <br> - School Security Personnel <br> - District personnel | $\begin{aligned} & \text { SY 2021-2022 } \\ & \text { SY 2022-2023 } \\ & \text { SY 2023-2024 } \end{aligned}$ | - LCAP S\&C Funds <br> - Title I Funds <br> - Collaborative Time <br> - Common Evaluation Protocols <br> - Training on Building Common Assessments <br> - 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 problemsolving 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 <br> Profile/Schoolwide <br> Learner Outcome(s) | $\boxtimes$ Critical Thinker <br> $\nabla$ Creative \& Innovative Thinker <br> $\nabla$ Communicator <br> $\nabla$ Collaborator <br> $\nabla$ Prepared for College \& Career <br> $\nabla$ External \& Internal Values- Culturally <br>  Competent Citizen <br> $\nabla$ Healthy Mind \& Body |
| Identified Major Student Learner Needs | - Improve Special Education, EL, and African American student populations on CCI indicators <br> - Increase student proficiency and preparation with each indicator of PUSD Graduate Profile, especially critical thinking, research/inquiry, and problem solving scores <br> - Increase number of students meeting a-g requirements <br> - Increase proficiency on CAASPP ELA and Mathematics assessments through respective courses that prepare students <br> - 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) <br> - Enrollment in Dual/Concurrent Credit courses <br> - Enrollment in AP courses <br> - CTE academy enrollment <br> - CTE academy completion percentage <br> - CAASPP/CAST scores <br> - PSAT scores <br> - Senior Exit Survey <br> - FAFSA completion rate <br> - FAFSA "Sit \& Do" attendance <br> - PCC Trio enrollment <br> - UCLA VIPS enrollment <br> - Puente enrollment <br> - CAP participants <br> - 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 <br> - District Curriculum Coaches <br> - Instructional Coach <br> - PHS Administration <br> - Counselors <br> - School Psychologists <br> - College Access Plan <br> - PCC Trio Upward Bound <br> - BARR Coordinator | SY 2021-2022 <br> SY 2022-2023 <br> SY 2023-2024 | - LCAP S\&C Funds <br> - Title I Funds <br> - Collaborative Time <br> - Common Evaluation Protocols <br> - Training on Building Common Assessments <br> - Pasadena Educational Foundation Teacher and Schoolwide Grants |
| Conduct AP Parent Night |  |  |  |
| Conduct Senior Night |  |  |  |
| Implement a college/career curriculum through advisory for all grade levels |  |  |  |
| Define and build awareness of "college readiness" at PHS |  |  |  |
| Provide time to review data on a regular basis with an inquiry and problemsolving 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 <br> Profile/Schoolwide <br> Learner Outcome(s) | Critical Thinker Creative \& Innovative Thinker Communicator Collaborator <br> V Prepared for College \& Career <br> V External \& Internal Values- Culturally Competent Citizen <br> $\checkmark$ Healthy Mind \& Body |
| Identified Major Student Learner Needs | - Improve Special Education, EL, and African American student populations on CCI indicators <br> - Increase student proficiency and preparation with each indicator of PUSD Graduate Profile, especially critical thinking, research/inquiry, and problem solving scores <br> - Increase number of students meeting a-g requirements <br> - Increase proficiency on CAASPP ELA and Mathematics assessments through respective courses that prepare students <br> - 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 <br> - PSTA meeting attendance <br> - School Event attendance <br> - Student Surveys <br> - Parent Surveys <br> - Student grades <br> - Attendance rates <br> - FAFSA completion rate <br> - College application percentage <br> - 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 <br> - Community Assistant <br> - Community Schools Initiative Schools Specialist <br> - Classified Staff <br> - PTSA Board <br> - ELAC Board <br> - SSC parent representatives <br> - Administration <br> - Counselors <br> - School Psychologists <br> - BARR Coordinator | SY 2021-2022 SY 2022-2023 SY 2023-2024 | - LCAP S\&C Funds <br> - Title I Funds <br> - Collaborative Time <br> - Common Evaluation Protocols <br> - Training on Building Common Assessments <br> - Pasadena Educational Foundation Teacher and Schoolwide Grants <br> - Canvas <br> - Blackboard <br> - Social media channels <br> - 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


[^0]:    * The "\% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

[^1]:    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.

[^2]:    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 community and build relationships amongst staff which leads to greater trust and respect as a staff.

