

**SELF-STUDY VISITING COMMITTEE REPORT**  
**WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**  
**FOR**



**Pasadena High School**

April 26-29, 2015

### **Visiting Committee Members**

Mr. Bernard D. Samuels  
Assistant Principal (Retired), Fullerton Joint Union High School District

Mr. Ruben Aburto, Instructional Specialist  
Huntington Park Institute of Applied Medicine at Marquez High School

Dr. Glynette DeShon Fletcher, Dean of Students  
San Pedro High School

Dr. Alan Kay, Principal  
Indian Springs High School

Ms. Kristin Palomares, Teacher  
El Rancho High School

Mr. Gerard Sayles, Social Science Teacher  
Paramount High School

Mr. Timothy Somers, Teacher  
Alta Loma High School

## CHAPTER 1

Pasadena High School was established in 1891, and it has been at its current location since 1960. Pasadena High School is one of four comprehensive high schools in the Pasadena Unified School District, which serves the communities of Pasadena, Altadena, and Sierra Madre.

The ethnic make-up of the community is 55.8% White; 33.7% Hispanic/Latino; 10.7% African-American; 14.3% Asian, 0.6% American Indian and Alaskan Native; 0.1% Native Hawaiian and Other Pacific Islander; and 13.6% other ethnicities. Percentages may add to more than 100% because individuals may report more than one race.

According to the U.S. Census Bureau, their 2012 American Community Survey found that 55.4% of the population over five speak only English; 44.6% of the population speak a language other than English with 27.3% being Spanish language. The residents of Pasadena are relatively well-educated with 84.5% being high school graduates and 48.0% of the residents over 25 years of age having at least a bachelors degree or higher. In 2012 there were 35,673 people enrolled in school. Of those, 18,305 were enrolled in elementary or high school, with 74.8% of those being in public schools and 25.2% in private elementary and high schools. College enrollment consisted of 14,951 students.

The community is very supportive of the high school. Parents have many opportunities to get involved with the school, including Site Based Decision Making Leadership Team, the Instrumental Music Club, PTSA, ELAC, Special Ed, and Athletics.

PHS has identified many assessment areas they have used to measure academic success of their students.

The API data by subgroups is listed below:

API By Subgroups							
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	Change
All Students	726	757	758	748	744	750	-24
African-American	695	708	728	680	681	698	+3
Latino	705	746	739	725	716	727	+22
White	787	834	805	820	811	812	+25
Socio- Economically Disadvantaged	699	729	734	719	710	721	+22
English Learners	608	649	631	615	579	579	-29
Students with Disabilities	487	536	503	490	488	488	+1

All groups met their target scores except the English learners.

PHS did not meet AYP for the years of 2010 through 2014, but the graduation rate, ELA, and math participation rates were met.

Adequate Yearly Progress (AYP)						
	Met Graduation Rate	Met Participation Rate (ELA)	Met Proficiency (ELA)	Met Participation Rate (Math)	Met Proficiency (Math)	Number of Criteria Met
2013-2014	Yes	Yes	No	Yes	No	11 of 21
2012-2013	Yes	Yes	No	Yes	No	12 of 22
2011-2012	Yes	Yes	No	Yes	No	13 of 22
2010-2011	Yes	Yes	No	Yes	No	21 of 24
2009-2010	Yes	Yes	No	Yes	No	13 of 22

Another assessment instrument arose as result of helping support the transition to the new Common Core Standards. In Spring 2014, the district created end of course assessments (EOC) for all mathematics and English Language Arts courses. Math and ELA teachers administered this EOC assessment to their students. These EOC assessments were aligned to the new Smarter Balanced Assessments and included a short performance task. The data gathered from this assessment was for vetting purposes only and to help create a baseline for each of these courses. These assessments administered in Spring 2014 were not intended to be an indicator of the performance level of our students. Future EOC assessments will be used as a performance indicator. Pasadena Unified School District determined that this trial assessment were invalidated due to a lack of compatibility between Data Director, PUSD's data coordinating instrument and the math End of Course assessment. In any event, the students scored a little bit better than the rest of the students in the district, except in the subject of geometry.

End of Course Assessments Mathematics April 2014										
	Pasadena		Blair		John Muir		Marshall		District	
	# Students	Avg Score	# Students	Avg Score	# Students	Avg Score	# Students	Avg Score	# Students	Avg Score
Algebra 1	124	24.25 %	26	15.38 %	NA	NA	67	22.52 %	*308	22.79 %
Geometry	385	39.06%	162	38.59%	59	42.64%	248	42.73%	*925	41.01%
Algebra 2	320	50.47 %	111	53.37 %	141	42.69 %	249	56.08 %	824	51.21 %
Advanced Math	146	58.21%	24	63.00%	21	44.10%	107	48.36%	298	54.01%

End of Course Assessment Performance Levels Mathematics April 2014								
	Algebra 1		Geometry		Algebra 2		Advanced Math	
	# Students	% Students	# Students	% Students	# Students	% Students	# Students	% Students
Advanced	0	0	27	3%	28	3%	10	3%
Proficient	2	1%	44	5%	109	13%	43	14%
Basic	19	6%	78	8%	196	24%	134	45%
Below Basic	161	52%	96	10%	354	43%	105	35%
Far Below Basic	126	41%	680	74%	137	17%	6	2%
T total	308	100%	925	100%	824	100%	298	100%

End of Course Performance Levels Mathematics May 2014						
	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade	
	# Students	% Students	# Students	% Students	# Students	% Students
Advanced	4	1%	6	1%	4	1%
Proficient	71	9%	72	12%	68	11%
Basic	220	29%	172	29%	180	30%
Below Basic	284	38%	229	39%	198	33%
Far Below Basic	176	23%	114	19%	158	26%
T total	755	100%	593	100%	608	100%

The equivalent scores in English Language Arts show the following:

	# of students	Average Score
9 <sup>th</sup> grade	298	48.3%
10 <sup>th</sup> grade	214	50.12%
11 <sup>th</sup> grade	375	50.62%

59% of the 9<sup>th</sup> grade students score Below Basic and Far Below Basic on the End of Course Performance Levels, 57% of the 10<sup>th</sup> grade students and 52% of the 11<sup>th</sup> grade students scored in these two categories. There seems to be a large number of students who performed at the Below Basic and Far Below Basic levels in both Math and English Language Arts.

The Early Assessment Program (EAP) identifies students as ready for college-level coursework in English and mathematics. Students take the EAP during the 2<sup>nd</sup> semester of the 11<sup>th</sup> grade. Of the 62% who took the test, 54% showed college readiness. This is slightly better than the 53% college readiness from 2013.

The CHSEE is one performance assessment that continues and has a history. The results are below:

California High School Exit Exam (CAHSEE) 10 <sup>th</sup> Grade ELA										
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
Groups	Number taken	Percent passed	Number taken	Percent passed	Number taken	Percent passed	Number taken	Percent passed	Number taken	Percent passed
All Students	539	85%	557	89%	489	91%	473	86%	489	83%
EL	62	31%	45	38%	40	43%	40	40%	38	32%
R-FEP	131	92%	162	95%	134	95%	110	97%	124	81%
Disadvantaged	366	84%	356	87%	319	88%	297	82%	321	79%
SPED	23	52%	23	48%	20	50%	35	29%	39	41%
African American	89	78%	85	89%	66	88%	58	76%	55	84%
Latino	293	86%	303	87%	288	89%	255	86%	289	80%
Asian	26	-----	28	96%	25	100%	38	84%	33	97%
White	61	97%	106	91%	92	93%	72	92%	83	90%

California High School Exit Exam (CAHSEE) 10 <sup>th</sup> Grade Math										
	2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
Groups	Number taken	Percent passed	Number taken	Percent passed	Number taken	Percent passed	Number taken	Percent passed	Number taken	Percent passed
All Students	533	82%	551	87%	485	90%	478	82%	495	84%
EL	62	61%	44	48%	39	59%	41	32%	39	38%
R-FEP	130	91%	162	89%	134	94%	113	89%	126	87%
Disadvantaged	364	80%	352	85%	317	88%	302	79%	326	81%
SPED	22	59%	21	52%	18	67%	35	34%	42	36%
African	91	70%	82	85%	68	82%	57	72%	57	82%

American										
Latino	289	83%	304	85%	283	89%	263	81%	292	80%
Asian	25	5	28	96%	24	-----	38	79%	33	100%
White	59	85%	103	92%	92	93%	71	89%	84	89%

These results do not show any kind of trend upward or down word over the last few years. One year the scores are up and the next year they are down.

There was a nice sizeable increase in 2014 of the number of students who completed the a-g requirements. In 2011, 43% completed the a-g requirements, in 2013 this number went to 32%, and in 2014 this number climbed to 48%.

Students need 220 credits to graduate from PHS. The graduation and drop out rates are listed below:

PHS Graduation Percentage Rates								
	Graduation Rate	AA	Asian	Hispanic	White	SED	EL	SWD
2009-2010	93.2	94.1	100	92.7	90.8	80.4	72.4	94.0
2010-2011	93.2	92.3	94.3	78.6	93.2	93.8	81.8	80.6
2011-2012	92.3	91.9	70.0	94.1	90.1	93.3	77.2	75.0
2012-2013	93.8	93.5	93.8	94.6	89.6	94.9	89.8	69.1
2013-2014	96.0	*	*	*	*	*	*	*

  

PHS Dropout Percentage Rates								
	Dropout Rate	AA	Asian	Hispanic	White	SED	EL	SWD
2009-2010	4.5	2.0	0.0	5.3	7.1	3.6	27.6	3.6
2010-2011	5.4	6.4	21.4	4.5	6.8	5.1	13.6	11.1
2011-2012	5.4	6.8	3.0	3.2	7.7	2.3	12.3	9.1
2012-2013	3.6	2.6	6.3	3.5	5.7	1.9	0.0	2.4
2013-2014	*	*	*	*	*	*	*	*

\*Data not available

The graduation rate remained in the mid 90's (96%), well above the District and State averages of 79%, while the drop out rate dropped in the 2012-2013 school year. However, once again, there is no discernable trend over the last few years.

The Advanced Placement Program has increased dramatically in the last few years, with the school offering more AP subjects, more students are taking the AP tests, and more students are receiving a grade of 3 or better. In May 2014, 379 students took 757 exams with a pass rate of 43%

<b>AP Score Summary – Pasadena High School</b>			
	<b>Students</b>	<b>Passed</b>	<b>Percent</b>
<b>2009-2010</b>	292	181	62.0%
<b>2010-2011</b>	304	181	59.5%
<b>2011-2012</b>	338	177	52.4%
<b>2012-2013</b>	346	181	52.3%
<b>2013-2014</b>	379	223	58.8%

Pasadena High School offers a variety of challenging and diverse academic programs. It offers three college pathways to support their students. One is in Creative Arts and Media Design (CAMAD), another in Law and Public Service (LPS), and finally the APP Academy. The CAMAD focuses on graphic design, advertising, and commercial art. It includes the Graphic Communications Academy, which focuses on commercial art, printing, and graphic design, and the Visual Arts and Design Academy, which focuses on the visual arts. The APP Academy is where students have the opportunity to learn computer science through mobile, web and game development and the Law and Public Service Pathway is designed for the student with interest in legal, government or protective service careers. Only about 600 students out of a total of almost 1,900 students take advantage of these pathways.

PHS offers some special programs to help their student advance to the next level in their educational experience. The GATE program has students placed in honors and advanced placement classes. The Puente Project identifies students who are underrepresented in colleges and gives them additional support in an effort to get these students to college. The Upward Bound Program is supported by two different educational institutions, Pasadena City College and California State University, Los Angeles. UCLA is involved with some students in their EAOP. These programs provide tutoring, Saturday classes, mentoring, summer programs, and many other opportunities for high school students to upgrade their academic skills, while offering support at the same time. These programs also involved the families of the students with whom they work. They visit college campuses, and attend workshops in financial aid and completing college applications.

PHS also offers its own academic support and enrichment program called LEARNS. Students can get help daily with their homework, and this program also provides other enrichment programs for students in the community. Student mentors are provided for those students who request them. College workshops and fairs are provided to help students select colleges, prepare for the SAT, and complete applications and financial aid forms.

It also has a strong Visual and Performing Arts program, featuring Dance, Instrumental Music, Choral Music, and a Fine Arts Program.

They also offer a Navy National Defense Cadet Corps. This program is modeled after the Navy JROTC, and they have several drill teams that compete nationally.



PHS offers an ELD program for students whose first language is not English. The purpose of the program is to move students into the regular curriculum as soon as possible. Students are first moved into classes where teachers use SADIE strategies to teach regular curriculum to students with language deficiencies. The CELDT is given yearly to students whose home language is not English to determine progress and/or proficiency in English.

PHS also provides a Special Education for students with learning needs. This program has several different parts, depending on the severity of the students' learning needs. This ranges from special all day classes, to classes for one or two periods a day.

PHS offers opportunities and support for its students outside the classroom as well. A credit recovery program on line is available to those students who need to make up credits for graduation. In addition, it tries to provide support for students' social and emotional needs. The Hathaway-Sycamores Children and Family Services provide counseling services to students on campus. Referrals can be made by parents or any member of the staff.

PHS has many partnerships with various colleges and universities. Upward Bound Programs are in place with CSULA, UCLA, and Pasadena City College. UCLA Early Academic Outreach Program (EAOP) helps educationally disadvantaged students to prepare for college admission.

The LEARNS Program offers academic assistance after school in all subjects. It also offers college readiness services, which includes college visitations, SAT preparation, and financial aid workshops. The IMPACT Program is designed to provide student support in other ways. This is done by working with students to improve their leadership skills, mentoring students in the 9<sup>th</sup> and 10<sup>th</sup> grades, and visiting classrooms with safe school messages, including anti-bullying.

PHS offers extensive extra curricular programs. They have a full slate of athletic programs for boys and girls. They also provide a large number of clubs for students with particular interests in particular areas.

Pasadena Unified School District serves a geographically diverse population of students collectively from the cities of Pasadena, Altadena, and Sierra Madre. Pasadena is the largest high school in the district, although it has been experiencing declining enrollment in the last few years. The District has a policy of open enrollment, so students can attend any school in the District. The ethnic balance has changed in the last few years, with the greatest increase in Asian students, and the greatest decrease in the African American population.

A change in student enrollment by ethnicity between 2009-10 and 2013-14 reflects an overall decline of -13.35% in student enrollment, which represents significant changes in some ethnic groups. Over this time period some ethnic groups showed a change in excess of the -13.35% decline in student enrollment. African American students enrollment declined by -33.25%, Filipino students enrollment declined by -14.81%, and students of Two Races or More declined by -53.90%. Although several ethnic groups reported a decline Asian students enrolled reflected a +58.54% increase in student enrollment.

Pasadena uses a comprehensive truancy program to help motivate students to attend school every day. After sever letters, students are referred to a district attendance board, and if that doesn't solve the problem, they are referred to the community SARB. Attendance rates remain fairly constant at around 95%, dipping a bit in 2013-14 to 94%. Saturday school exists to help support the discipline policy and the attendance policy.

Pasadena High School has seen a decline in the number of student suspensions in the last few years. This is due to a change in district policy regarding why students can be suspended. In 2011/12, PHS had 605 student suspensions from 210 different students. In 2012/13, PHS dropped the number of suspensions from 605 to 121, while the number of students who got suspended dropped from 210 to 83.

Suspensions and Expulsions								
	School				District			
	2010-11	2011-12	2012-13	2013-14	2010-11	2011-12	2012-13	2013-14
Suspensions	314	284	194	154	3094	1776	1473	1327
Suspension Rate	15.2%	13.3%	8.7%	7.1%	15.6%	8.3%	6.8%	6.4%
Expulsions	3	0	1	0	9	4	7	6
Expulsion Rate	0.0%	0.0%	0.0%	0	0.0%	0.0%	0.0%	0.0%

Source: Dataquest, www.cde.ca.gov 11-12 and 12-13

School safety is a high priority at PHS. There are two full time Resource Police Officers assigned to the campus, as well as four security guards. The School Site Safety Plan is updated annually by the Leadership Team, and is fully compliant with state guidelines. The school's safety committee usually meets twice each semester and is comprised of 10 school staff members.

During the 2013 - 2014 school year 65.6% of the school population at Pasadena High School qualified for free or reduced lunches. Over the last five years our student participation percentage has increased from 61.9% during the 2009 – 2010 school year to 65.6% for the 2013 – 2014 school year.

Free and Reduced Price Meals					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
African American	379 (17.3%)	327 (15.8%)	293 (14.5%)	277 (13.7%)	253 (13.3%)
American Indian or Alaska Native	1 (0.0%)	2 (0.1%)	3 (0.1%)	4 (0.2%)	5 (0.3%)
Asian	41 (1.9%)	49 (2.4%)	58 (2.9%)	66 (3.3%)	65 (3.4%)
Filipino	54 (2.5%)	50 (2.4%)	49 (2.4%)	56 (2.8%)	46 (2.4%)
Hispanic or Latino	1,134 (51.8%)	1,118 (54.0%)	1,130 (56.1%)	1,144 (56.4%)	1,062 (56.0%)
Pacific Islander	5 (0.2%)	2 (0.1%)	4 (0.2%)	2 (0.1%)	1 (0.1%)
White not Hispanic	395 (18.1%)	392 (18.9%)	384 (19.0%)	396 (19.5%)	388 (20.5%)
Two or more races	141 (6.4%)	128 (6.2%)	87 (4.3%)	71 (3.5%)	65 (3.4%)

No ethnicity reported	38 (1.7%)	2 (0.1%)	8 (0.4%)	12 (0.6%)	11 (0.6%)
Total Free & Reduced Price Meals	1,315 (61.9%)	1,242 (61.5%)	1,250 (63.8%)	1,279 (63.1%)	1,243 (65.6%)
Enrollment used for meals	2,125	2,021	1,958	2,028	1,896

For students who qualify for the Free and Reduced Price Meal Program, in addition to the meal benefits, qualifying students can also benefit from fee waivers for SAT and ACT tests, college applications and Advanced Placement exams.

Pasadena students come from a wide range of economically diverse families. According to the figures from the most recent U.S. Census Bureau's Quick Facts 12.9% of the residents of the City of Pasadena have an income which is below the poverty line.

Parent Education Levels								
	2011-2012		2012-2013		2013-2014		2014-2015	
	# of Parents	% of Parents	# of Parents	% of Parents	# of Parents	% of Parents	# of Parents	% of Parents
Grad School/Post Grad Training	166	8.6%	202	10.4%	222	12.3%	262	13.9%
College Graduate	291	15.1%	333	17.3%	309	17.2%	333	17.5%
Some College	351	18.3%	390	20.2%	378	21.0%	409	21.5%
High School Graduate	347	18.1%	396	19.2%	334	18.6%	376	19.8%
Not a High School Graduate	221	11.5%	272	14.2%	310	17.2%	330	17.5%
Declined to State	546	28.4%	361	18.7%	247	13.7%	183	10.0%

The facilities at PHS are kept in good condition. There is scheduled maintenance by the school staff and by the district staff. Basic cleaning is done on a daily basis, and the students and staff work to keep the campus clean

Bond Measure TT was passed in November 2010. This enabled the district to provide many needed renovations to many facilities at the school.

The students at PHS receive instruction from a dedicated, highly educated faculty consisting of a blend of new and experienced teachers. 67% have a Master's Degree or better. For the 2014-2015 school year, Pasadena High School employs 81 classroom teachers, five counselors, a nurse, an athletic director, a librarian, two school psychologists, one speech therapist, a variety of instructional aides, a registrar, secretary, college and career technician and clerks to support the students and staff. There are currently 13 staff members on campus who are Pasadena High School alumni. There are

four administrators, including a principal and three assistant principals. All 73 teachers are fully credentialed.

The faculty and staff at PHS are always preparing themselves for the diverse student population on campus, and assisting them in ensuring that the students work up to their academic potential.

PHS Certificated Staff by Ethnicity Report										
		Hispanic	American Indian or Alaska Native Not Hispanic	Asian Not Hispanic	Pacific Islander Not Hispanic	Filipino Not Hispanic	African American Not Hispanic	White Not Hispanic	Two or More Races Not Hispanic	No Response
2009-2010	23	0	1	0	1	14	48	0	0	87
2010-2011	27	0	1	1	2	16	49	0	0	96
2011-2012	27	0	1	1	2	14	50	1	0	96
2012-2013	28	0	3	1	2	14	47	2	1	98
2013-2014	27	0	4	0	2	12	50	0	0	95
2014-2015	29	0	4	0	2	14	51	0	0	100

One hundred percent of the teaching staff is in compliance with their credential authorizations and are designated as highly qualified under No Child Left Behind (NCLB). Many of the certificated staff also possess advanced degrees.

Professional Development workshops and/or trainings are offered throughout the year to both certificated and classified staff members. This school year, in addition to working on the WASC Report, staff development topics at Pasadena High School were primarily focused on Special Education, English Language Learners, and transitioning to Common Core

The 2009 Focus on Learning Self-Study and the 2012 WASC Three-Year Term Revisit Progress Report both emphasized improvement in four focus areas:

1. Writing across the curriculum
2. Multiple Pathways
3. Focus on Math: Algebra 1 and Geometry
4. Special Education and English Language Learners

The attempt to implement writing across the curriculum has been seriously lacking. The few attempts that have been made at implementing writing across the curriculum program have been slow in development and/or implementation. Some PHS teachers participated in the development of the district's Common Core Curriculum through the creation of units designed to increase writing instruction across the curriculum. Many teachers made a serious attempt to implement these units; however, due to lack of time, resources, and professional development, a decision was made by the district to discontinue their use.

The school has made some efforts to help students improve their writing, but nothing new has been happening in the classroom. The school realizes that they have to improve in this area. Some of the ways to do this are increased professional development, implementing a writing across the curriculum program, identify people responsible for implementing this program, and to make sure these innovations reach the ELL population.

Since the last WASC visit PHS has made a special effort progress on Action-Plan Goal #2 through a long-range plan of adding two new College and Career Pathways and increasing the numbers of students enrolled in each. In the fall of 2012 PHS added Law and Public Service (LPS), and Computer Apps (APPs) Pathways. The numbers of students enrolled in pathway programs has grown from approximately 200 and one pathway in 2011-2012, to 594 students enrolled in three pathway programs in the fall of 2014.

Each Pathway at PHS has their own methods of developing community and team building between grade levels, but all make an extra effort to reach out to ninth grade students. The three pathways are Creative Arts and Media Design (CAMAD), Law and Public Service (LPS), and App, a computer centered pathway.

The teachers involved in these pathways get extra training and attend a conference for a week in the summer time. Students who are part of these academies perform at a higher level than their counterparts in the regular program. In the future, the school hopes to increase the number of students enrolled in these pathways, improve the test scores and performance results of all pathway students, and train the new teachers that come on board in the pathway programs.

Improving student performance in math is another area of emphasis. Although CHSEE in math show some improvement, student proficiency in Algebra, Geometry, and Algebra 2 is sorely lacking. The school is transitioning from those three classes to classes in Math

1, Math 2, and Math 3. Teachers are receiving training in the differences between the former classes and the new ones. They are also receiving training in common core strategies.

The math Department seems to be doing a lot of things with the intention of helping students. There is a lot of staff development going on, and the teachers are keeping pace with the district recommended pacing of their classes. Teachers are offering tutoring after school, and they are finding many ways to try to support students in their math development. However, there is no data to show that learning is improving in the math department. In fact, the data consistently shows that around 50% of the students score below proficient in math classes.

The math department needs to find time to create a protocol for implementing the common core curriculum. These changes appear that progress is being made in the math department, but in actuality, there has been little progress in the implementation of common core, and certainly nothing that has made a difference in student achievement. As the analysis of data from the various measurements has indicated, the academic achievement of the ELL and SWD populations is either not improving at the same pace as the overall PHS population.

The ELL population has lagged behind the general population in academic achievement. Prior to this current school year our Language Development Resource Teacher (LDRT) has facilitated staff professional development on instructional strategies so regular ed teachers can better meet the needs of ELL students. Due to the targeted professional development in SDAIE and differentiation strategies for our English Language Learners, the ELL reclassification rate at PHS is the highest in the district, averaging 30% over the last three years. The school has also added a counselor dedicated to the ELL population. There is also a tutoring lab that is accessible to all ELL students for academic enrichment.

The data is very inconsistent on the achievement levels of ELL students. CELDT scores indicate that most students improve one level on this test every year, the achievement in other assessments show scores up and down from year to year. Graduation rates of ELL students have improved, but there is still a large number of students who drop out of school.

The R-FEP (reclassified to Fluent English Proficient) students have done very well on traditional standardized tests.

Students with Special Needs are also having a difficult time in improving their achievement levels. The SPED department has made an on-going effort to put systems in place to organize the IEP process and providing services to students. The case carriers have been provided a checklist to assist them in staying organized. A large focus of the professional development activities of the SPED department is the training of case carriers on their assigned duties and responsibilities.

As the analysis of data from the various measurements has indicated, the academic achievement of the ELL and SWD populations is either not improving at the same pace as the overall PHS population, is static, or as demonstrated by some tests in recent years, is actually declining. This lack of improvement is a serious issue on which the school, with support from the district, must focus additional attention and resources.

In order for the staff to develop an effective plan for staff development, it must devote the necessary time to get input and feedback to the many proposed changes. In order for this to be most effective, the staff needs to resolve the discrepancies surrounding "A" and "B" Common Meeting Time.

### CHAPTER III

#### School 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

Pasadena High School exists to educate and guide students so that they might reach their full potential as individuals. Our students will learn to think intellectually, be thoughtful, appreciative, and respectful. They will gain the knowledge and understanding necessary to participate as citizens in a democratic society while learning to understand and accommodate social similarities and differences. They will leave Pasadena High School with the skills needed to enter the workforce or to continue their education at a college or university.

## STUDENT LEARNING OUTCOMES (SLOs)

Pasadena High School students will:

THINK critically and creatively to meet or exceed Common Core Standards as active learners and academic achievers.

COMMUNICATE effectively to express ideas clearly through writing and speaking.

APPLY various forms of technology for the purposes of creativity, research and communication.

WORK independently and cooperatively to solve complex and relevant problems to prepare post-secondary education and a productive work life.

CONTRIBUTE to the extended community to encourage social responsibility and respect for cultural diversity.

Every activity, in our out of the classroom, is designed to support one or more of these statements.

PHS has seen some significant improvements since the last WASC in 2009.

API scores have increased, and African American ELA and Mathematics AYP data has increased three years in a row. ELA reclassification rate has averaged 30% over the past three years. The number of students meeting the a-g requirements is increasing. The most impressive improvement has been in the number of students taking Advanced Placement classes and tests.

The PHS faculty has recently taken the time to evaluate the data generated by their students on various assessments. They are working on modifying their curriculum to help their students improve in their deficient areas. This process is in its infancy, and more work needs to be done to encourage faculty to proceed in this direction.



PHS has generated the following critical academic needs:

1. Discipline Plan
2. Professional Development
3. Transition to Common Core
4. Communication

These four areas have become the focus of the school's action plan.

## CHAPTER 4

### Section A. Organization

Pasadena High School has created a school vision, mission, and school wide learning outcomes. These were elaborated in Chapter 3. These items are regularly reviewed by the school board, and the school offers and supports many programs that are consistent with the school mission, vision, and school-wide learning outcomes.

The first part of the vision supports a rigorous academic foundation. The school recently installed a campus-wide internet access in support of this first part. Another part of the vision supports preparing students for the future. The school has a fully staffed college and career center, and they just made a program called Naviance available to their students. This program helps students in researching and applying to colleges. The final part of the vision discussed instilling quality citizenship in their students, and the school provides many extracurricular activities and programs to accomplish this.

The student learning outcomes are reviewed every year, along with the yearly single school plan. Common core skills have recently been incorporated into the student learning outcomes. The school is thinking that it might be better to adopt a shorter message that is more easily understood by all of its stakeholders.

The school board evaluates and monitors the progress of all schools in the district through various assessments that are available to them.

Parents have many opportunities to participate in the school programs. There are a variety of committees, from the Community Advisory Committee, to the ELAC, to the School Site Council, just to name a few.

The school district negotiates with teachers through the United Teachers of Pasadena (UTP). They have agreed upon a teacher evaluation process, which delineates the expectations and responsibilities of all parties involved.

The administrative team enables all stakeholders to participate in planning for the school year, focusing on student academic needs. The School Leadership Team (comprised of all stakeholders) has been revived, and there is a much greater teacher participation in staff development. The school uses data from student progress to make academic decisions, and these decisions become part of the school action plan. This plan is annually reviewed, monitored, and updated based on data analysis. Progress is measured by data from various district and school assessments.

There is a great deal of staff development available to the staff. This ranges from pull out days, to hourly work, to AP training, to training for teachers in the career pathways. Every other Monday the staff has designated time to work on special projects. In the past this has ranged from ELL instruction, data based grade book, and Response to Intervention. All departments meet to plan curriculum, create common assessments or performance tasks, and review subject matter data.

A member of the Math and English departments have been designated as coaches or common core lead teachers and work closely with administration in monitoring the implementation of common core.

With all of this staff development, there is little data to show any improved student performance. The one exception to this is the increase in the number of students taking AP tests and their performance on these tests.

#### COMMENDATIONS:

1. The stakeholders for creating and reviewing a vision, mission statement, and school wide learning outcomes.
2. The stakeholders for regularly reviewing the vision, mission statement, and school wide learning outcomes, and keeping them alive in offering programs that support these statements.
3. The District and the school administration for providing opportunities for all stakeholders to participate in the planning of activities.
4. The school administration and faculty for using data to drive decision making and to create the school wide action plan.
5. The District and the school administration for providing a great many staff development opportunities for the staff.

#### RECOMMENDATIONS:

1. That the school administration and the faculty explore additional ways for community volunteers and parents to participate in the school.
2. That the school administration and faculty identify evidence to show that the staff development in place is having a positive effect on student achievement.
3. That the school administration and faculty base the changes in curriculum and instruction based on student performance.

#### Section B: Curriculum

Pasadena High School has promoted current educational research in terms of the staff development they have used for their staff. Teachers at Pasadena High School have attended Common Core training in their fields. They have also had training to help EL and Special Ed students. Teachers in Math and English have had pull out days. Advance placement teachers and Pathway teachers have attended summer workshops and training.

Pasadena High School uses an examination of samples of student work and snapshots of student engagement in learning to demonstrate the implementation of a standards-based curriculum and the school wide learner outcomes. Individual departments create, modify, and review common assessments.

Rigorous curriculum is accessible to all students. The AP Program has expanded over the last few years. Many more different AP classes are now available, 19 in all, and many more students are taking advantage of this opportunity. The Pathways are open to all students, and their enrollment has been increasing as well. This year there are approximately 600 students participating in these Pathways. Teachers, students, parents, and administrators collaborate to review IEPs and 504 Plans for implementation. The school also offers credit make up opportunities for those students who are deficient.

Teachers across the curriculum have increased their use of writing in their programs as they implement Common Core standards. Pathway teachers and courses integrate projects that cut across the curriculum. However, there is no agreed upon program for either writing across the curriculum or interdisciplinary curriculum.

Pasadena High School assesses its curriculum review and evaluation process for each program area, including graduation requirements, credits, grading policies, and homework policies. Different departments also review pacing in each course, common assessments, lesson plans, grading policies, and homework policies.

PHS went to a more rigorous on line credit reclamation program.

PHS articulates regularly with their feeder schools, having local shadow days, where interested students come visit the school, and Pathways visit feeder middle schools to recruit for their programs. They also articulate with colleges in the area, by having them visit the school and explain their programs.

Parents are also able to collaborate with the school to keep abreast of their students' progress. IEPs and 504s are also part of this collaboration plan. Parents can also monitor their students' progress through internet via Parent Portal.

Students are also monitored by counselors to make sure they are meeting graduation requirements. Tutoring programs are available to help students succeed in their classes. Various programs are also available to students to make up credits and courses for graduation. The graduation rate has been well over 90%.

CAHSEE results show that first time test takers score well over 80% in both English and Math. Pasadena High school implemented special CAHSEE “blitz” days on Saturdays, using these days for special tutoring sessions in ELA and Math four weeks before the test. These blitz days were used with very positive results, but they, and other resources, have not continued since then.

## COMMENDATIONS

The administration and staff for organizing and participating in a variety of staff development experiences.

The administration and faculty for providing accessibility to all classes (including AP classes) to all students.

The administration and faculty for providing small learning communities to improve student learning.

The administration and faculty for providing a college bound environment, including an increasing number of Advanced Placement classes and increased student enrollment in these classes

The administration and faculty for assessing curriculum and evaluation processes from all program areas.

The administration and faculty for providing an increased number of ways to involve parents in their student’s education.

The students for their outstanding results on the CAHSEE exam on their first try.

The administration and faculty for providing a good articulation with the students at the feeder middle schools.

## Section B: Curriculum

Pasadena High School has promoted current educational research in terms of the staff development they have used for their staff. Teachers at Pasadena High School have attended Common Core training in their fields. They have also had training to help EL and Special Ed students. Teachers in Math and English have had pull out days. Advance placement teachers and Pathway teachers have attended summer workshops and training.

Pasadena High School uses an examination of samples of student work and snapshots of student engagement in learning to demonstrate the implementation of a standards-based curriculum and the school wide learner outcomes. Individual departments create, modify, and review common assessments.

Rigorous curriculum is accessible to all students. The AP Program has expanded over the last few years. Many more different AP classes are now available, 19 in all, and many more students are taking advantage of this opportunity. The Pathways are open to all students, and their enrollment has been increasing as well. This year there are approximately 600 students participating in these Pathways. Teachers, students, parents, and administrators collaborate to review IEPs and 504 Plans for implementation. The school also offers credit make up opportunities for those students who are deficient.

Teachers across the curriculum have increased their use of writing in their programs as they implement Common Core standards. Pathway teachers and courses integrate projects that cut across the curriculum. However, there is no agreed upon program for either writing across the curriculum or interdisciplinary curriculum.

Pasadena High School assesses its curriculum review and evaluation process for each program area, including graduation requirements, credits, grading policies, and homework policies. Different departments also review pacing in each course, common assessments, lesson plans, grading policies, and homework policies.

PHS went to a more rigorous on line credit reclamation program.

PHS articulates regularly with their feeder schools, having local shadow days, where interested students come visit the school, and Pathways visit feeder middle schools to recruit for their programs. They also articulate with colleges in the area, by having them visit the school and explain their programs.

Parents are also able to collaborate with the school to keep abreast of their students' progress. IEPs and 504s are also part of this collaboration plan. Parents can also monitor their students' progress through internet via Parent Portal.

Students are also monitored by counselors to make sure they are meeting graduation requirements. Tutoring programs are available to help students succeed in their classes. Various programs are also available to students to make up credits and courses for graduation. The graduation rate has been well over 90%.

CAHSEE results show that first time test takers score well over 80% in both English and Math. Pasadena High school implemented special CAHSEE "blitz" days on Saturdays, using these days for special tutoring sessions in ELA and Math four weeks before the test. These blitz days were used with very positive results, but they, and other resources, have not continued since then.

## COMMENDATIONS

The administration and staff for organizing and participating in a variety of staff development experiences.

The administration and faculty for providing accessibility to all classes (including AP classes) to all students.

The administration and faculty for providing small learning communities to improve student learning.

The administration and faculty for providing a college bound environment, including an increasing number of Advanced Placement classes and increased student enrollment in these classes

The administration and faculty for assessing curriculum and evaluation processes from all program areas.

The administration and faculty for providing an increased number of ways to involve parents in their student's education.

The students for their outstanding results on the CAHSEE exam on their first try.

The administration and faculty for providing a good articulation with the students at the feeder middle schools.

**B1: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and the Schoolwide Learner Outcomes (SLOs). Through standards-based learning, these are accomplished.**

Common Core, SPED, and EL trainings occur during morning staff/department meetings, district inservice sessions, and off-site workshops. In addition, the Mathematics and English Departments have utilized pullout days in order to develop, modify, and review teaching units and common assessments in preparation for the shift to SBAC testing. Moreover, Advanced Placement teachers attend summer institutes in an effort to stay abreast of pedagogical approaches and shifts in College Board policies and curriculum. Pathway teachers also attend relevant workshops and conferences such as Educating for Careers Conferences (CAMAD and LPS).

These standards are defined in the course syllabi that students and parents receive and are reviewed by the administrative team. In addition, PHS focuses on writing across the curriculum as means of successfully transitioning to the Common Core State Standards. With this initiative, all courses are required to promote writing as a component to the curriculum.

An after school credit reclamation program, Thesys, provides students who are at risk of not reaching graduation requirements the opportunity to makeup core subject courses. The adoption of Thesys replaces APEX which the school site felt was "too simplistic." The courses offered through Thesys include content specific and Common Core standards/requirements in addition to providing students with multiple options (essays, powerpoints, etc.) to demonstrate competency thus promoting rigor.

AP open access

PHS's Advanced Placement program follows the College Board's "open access" policy. While entry requirements exist for these courses, any student who wants to challenge themselves in an AP course is permitted to do so with "informed consent." Once students they are placed in the course, a variety of support strategies/resources are available to achieve and maintain success. It is common practice to use an online resource (Shmoop) that provides materials, activities, and formative/summative assessments. Teachers use the individual/class data to inform future instruction. Consequently, PHS received the U.S. News and World Report Silver Award for its AP program.

PBL?

Samples of Student Work?

Commendations

- PHS utilizes writing across the curriculum as a way to increase the writing ability and critical thinking of all students.
- PHS cultivates a culture of learning for its staff as evident in the variety and frequency of professional development opportunities

Recommendations

- Continue providing professional development opportunities and investigate ways to promote it further without detracting from pre-designated meeting opportunities.
- Data based instructional decisions (CAHSEE)

Questions



## **CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

### **B1. Curriculum Criterion**

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are the schoolwide learner outcomes accomplished?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Current Educational Research and Thinking:** The school provides examples that document the use of current educational research related to the curricular areas in order to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

**Academic and College- and Career Readiness Standards for Each Area:** The school has defined academic standards and college- and career readiness standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC “a-g” requirements.

**Congruence:** There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

**Student Work — Engagement in Learning:** The school’s examination of representative samples of student work and snapshots of student engagement in learning demonstrate the implementation of a standards-based curriculum and the schoolwide learner outcomes.

**Accessibility of All Students to Curriculum:** A rigorous, relevant, and coherent curriculum to all students is accessible to all students through all courses/programs offered. The school examines the demographics and situation of students throughout the class offerings. The school’s instructional practices and other activities facilitate access and success for special needs students.

**Integration among Disciplines:** There is integration among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

**Curricular Development, Evaluation, and Revisions:** The school assesses its curriculum review and evaluation processes for each program area, including graduation requirements, credits, grading policies, and homework policy, to ensure student needs are met through a challenging, coherent, and relevant curriculum. This includes the degree to which there is involvement of key stakeholders (governing board members, teachers, parents, and students).

**Policies — Rigorous, Relevant, Coherent Curriculum:** The school assesses the curriculum and its rigor, relevancy, and coherency after examination of policies regarding course completion, credits, grading policies, homework, etc.

**Articulation and Follow-up Studies:**

Pasadena HS articulates regularly with feeder schools and local colleges and universities and technical schools. **In what capacity?** The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Pasadena High School uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.

Teachers at Pasadena High School attend professional developing training in their respective disciplines. Because of the creation of the Common Core State Standards, teachers have attended Common Core training in their fields. The Common Core training has happened during Monday morning staff meetings, department meetings, and district professional development days. **Explain the implementation process and how were PHS teachers involved?**

Also, teachers at Pasadena High School have attended a number of training sessions aimed at helping SPED and EL students. Some of this training has happened during Monday morning staff meetings. Other training sessions have occurred as full day professional development. During these full day training sessions teachers are broken up into their departments to better specialize the training to ensure its relevance to their discipline. **How have these trainings driven curriculum and raised student achievement?**

A number of teachers at Pasadena High School also attend district wide meetings in which district common assessments, teaching units, and lessons are developed to help teachers in the district meet the new Common Core State Standards. PHS teachers developed these common assessments, teaching units and lessons both during the school year and during the summer. **How close to a fully trained staff for ELA and math?** Teachers in the English and Math departments have had pull out days in order to develop, modify and review common assessments, teaching units and lessons that will prepare students for the Common Core State Standards and the new state tests that go with these standards.

Advanced Placement teachers attend summer training sessions at multiple locations in Southern California where they receive the newest strategies, techniques, lessons, and materials for Advanced Placement courses and tests. Since a number of AP tests have undergone or are undergoing redesign these trainings have helped keep the AP teachers up to date on the most recent developments in regards to the AP tests.

All Advanced Placement teachers are required to submit a syllabus to the College Board for approval of the course. The AP audit ensures that the courses are using the proper material and that the course is being taught with the rigor that is to be expected from an Advanced Placement class.

Pathway teachers attend relevant workshops and conferences to stay up to date on the best ways to integrate the Common Core standards into the Pathway courses in order to make them relevant to the students that they serve in the Pathways.

Pasadena High School has defined academic standards for each subject area, course, and/or program and, where applicable, expectations within the courses that meet the UC "A-G" requirements.

Teachers at Pasadena High School have defined standards for the subject matter they teach that work with the Common Core State Standards. These standards are defined in the course syllabi that students and parents receive. Also, teachers at submit

these syllabi to the administration to review and keep on file.

Advanced Placement teachers at Pasadena High School have submitted syllabi to the College Board. The College Board has approved all of these syllabi. Advanced Placement teachers also have requirements for their courses that are shared with other teachers in their respective departments and counselors in order to help in recommending students for Advanced Placement courses. These requirements are shared with students and parents so they can make an informed decision on whether or not to take AP courses and which ones to take.

This information is also presented at both of the two AP parent nights that are held each year. **Parent participation %...or through counseling? Parent feedback?**

Each of the Pathways on campus takes part in recruiting at the middle schools.

Each of the Pathways has a list of requirements, expectations and standards on their individual websites or on the school website.

Pasadena High School uses an after school credit reclamation program (Thesys).

Thesys is two hour after school class for students that are falling behind in terms of graduation requirements. These courses are offered in English, History, Math, Science, Foreign Language and Electives. These courses have a list of requirements and standards that include not only subject matter standards but Common Core standards as well. **Does it meet NCAA remediation standards?**

## **B2. Curriculum Criterion**

To what extent do all students have equal access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Variety of Programs — Full Range of Choices: All students have opportunities to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Student-Parent-Staff Collaboration: Parents, students, and staff collaborate in developing and monitoring a student's personal learning plan, based upon a student's learning style and college/career, and/or other educational goals. (This includes the evaluation of whether online instruction matches the student's learning style.)

Monitoring/Changing Student Plans: The school implements processes for monitoring and making appropriate changes in students' personal learning plans (e.g., classes and programs) and regularly evaluates them.

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.

Students at Pasadena High School are able to make appropriate choices and pursue a full range of realistic college/career and/or other educational options. The

school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Counselors meet with students early in the second semester in order to begin programming classes for the next year. This also helps to establish the master schedule early enough to eliminate conflicts and make sure that the number of sections of a particular course meet the demand from the students.

Students at Pasadena High School have many options when it comes to their area of study. PHS offers 19 different AP courses in English, Math, Science, Social Studies, Art and Foreign Language. These courses have suggested requirements to help students understand what will be asked of them in these courses. However, there are no barriers to prevent students from taking these courses. There are also Honors classes in English and Social Studies for students that want to take a challenging class, but might not want to take an AP level course. **Success rates – D/F grades up/down with new offerings?**

Pasadena High School now has multiple Pathways. The Graphic Communications Academy (GCA) and Visual Arts and Design Academy (VADA) have been combined to form CAMAD (Creative Arts, Media and Design) Pathway. Pasadena High School also has a Law and Public Service Academy (LPS) which “is a four-year college preparatory program specifically designed for students with interest in legal, government or protective service careers”. PHS also has an App Academy which “is an innovative four year program where students learn computer science through mobile, web, and game development.”

Students at Pasadena High School also have a large number of extra curricular activities to choose from including but not limited to athletics, dance drama, and music.

The students a wide range of clubs to join. **Student participation %**

At Pasadena High School parents, students, and staff collaborate on developing and monitoring a student’s personal learning plan, based upon a student’s learning style and college/career, and/or other educational goals.

Every year, each student meets with his or her counselor to plan what courses are needed to fulfill the high school graduation requirements and A-G requirements.

Students are given a number of different educational course options to help them meet the requirements.

The counselors at Pasadena High School are assigned a section of the alphabet and remain the student’s counselor for the full four years they are at PHS. This allows students and counselors to become familiar with each other. This creates multiple opportunities for students and counselors to go over the students learning plan and goals. Counselors, teachers, and administrators meet with students and parents when there is a need for an IEP or a 504 plan. These meetings help modify courses so they will align with the student’s individual needs and strengths. **Success rates for**

**CAHSEE/EAP/graduation/A-G?**

Parents can monitor the progress of their student through the use of the Parent Portal. Parent Portal is an online service that provides up to date information on student progress. Parents are given information on signing up for Parent Portal at registration, Back to School Night, Open House, email, and notices sent home. This helps parents stay up to date with the academic progress of their student. They are also able to monitor absences and tardies with this system.

Pasadena now uses Naviance. Naviance is a Web-based program designed

specifically for students and families. The Naviance Family Connection is a comprehensive website that will help students research and make decisions about everything from high school courses to colleges and careers. This program and its services are provided to all secondary schools in PUSD. Pasadena High School has customized the pages for students, based on their grade-level, giving them access to age appropriate resources for course, college, and career planning. Some of the available resources include:

- Building multi-year course plans (4-year plan)
  - Researching local scholarship options
  - View permanent grade history
  - SAT Test Prep program
  - Searching for colleges and viewing multimedia college profiles
  - Displaying scatter grams and application statistics from PHS
  - Registering for college visits
  - Requesting official transcripts and letters of recommendation
  - Accessing Web links and custom pages from PHS
  - Exploring personality types and career interests
- 
- **The number of students taking AP courses has increased.**
  - **The number of AP courses being offered has increased.**
  - **The number of students passing AP tests has increased.**
  - **The creation of more Pathways on campus has helped students find an environment that is conducive to their interests.**
  - **Parent Portal and Naviance enable parents to be more active in monitoring grades, attendance, and college requirements.**

Pasadena High School implements processes for monitoring and making appropriate changes in students' personal learning plans and regularly evaluates student progress.

Students are monitored by counselors to make sure that they are meeting graduation requirements. Counselors notify parents when students are not meeting those requirements and with the parents' input create a plan to help those students meet graduation requirements. Counselors request SST meetings with the student, parents and teachers if they feel that the student is not meeting expectations. Students and parents are able to monitor grades, citizenship, and attendance through the use of the online Parent Portal program.

Online credit reclamation course are offered online for students that are falling behind as it relates to graduation requirements. Thesys offers students courses in English, Social Studies, Math, Science, Foreign Language and Electives.

Pasadena High School teachers monitor these courses. Thesys classes meet for two hours after school Monday through Thursday.

Pasadena High School students can also sign up for Twilight School. Twilight School is a program offered by the district for students that need credit reclamation.

Twilight School is located at a centralized location within the district. Students from all the high schools can take part in the program. The program is a combination of traditional classroom instruction and online learning.

SPED students receive personalized attention from teachers, counselors, administrators, and case managers for appropriate placement in courses. Teachers, administrators, counselors, students, and parents take part in the IEP process and in creating 504 plans for students. Teachers at Pasadena High School implement these plans after they have been discussed and approved.

English Learners are assessed using the CELDT to monitor their progress, and their appropriate ELD level. EL students have access to a tutoring room, where they are tutored in Math and ELA. Teachers are informed of which students are EL and what their language acquisition levels are by and numerical mark on the online attendance.

Pasadena High School implements strategies and programs to facilitate transitions to post high school options and regularly evaluates their effectiveness. **How? What tools/measures are used to evaluate success?** The counseling department arranges for representatives of multiple colleges to come to campus to meet with students and answer questions. These schools include community colleges, Cal States, UCs and private colleges.

Pasadena High School now uses the Naviance program. All students have received training for this program that helps students make decisions on which colleges and universities are best for them.

Pathway students work with community partners in their specific field to see and participate in real word applications of the subjects that they are studying. For the past few years students have worked with the advertising agency Saatchi and Saatchi. Students work with mentors provided by Saatchi and Saatchi and create an ad campaign for a non-profit organization.

### **B3. Curriculum Criterion**

To what extent are students able to meet all the requirements of graduation upon completion of the high school program and are they prepared for college, career, and life?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Real World Applications — Curriculum: All students have access to rigorous and relevant curriculum that includes real world applications that will prepare students for success in college, career, and life.

Meeting Graduation Requirements: The school implements academic, college- and career-readiness support programs to ensure students are meeting all requirements, including the CAHSEE.

Pasadena High School implements academic support programs to ensure students are meeting all requirements, including the CAHSEE.

Pasadena High School students consistently meet requirements for graduation.

PHS maintains a graduation rate well over 90%. All graduation requirements are clearly explained to students and parents. Students and parents work with the counseling

department to stay on track for graduation and to meet the A-G requirements. Counselors meet with students on an annual basis to review their transcripts and discuss plans for the next school year (or life after graduation).

Students who fall behind in the graduation and/or A-G requirements have multiple options, including summer school, THESYS (online on campus program), Twilight school (district program at Rose City), or local community college classes.

Pasadena High School students perform well on the CAHSEE. First time test takers pass at a rate well over 80% in both ELA and Math. Students pass at a rate much higher than the district average in both ELA and Math. **Success rates for RTI and in-school remediation?**

There are intervention meetings with students and their parents to discuss graduation requirements, which specify the number of units need to graduate and the need to pass the California High School Exit Exam (CAHSEE).

Pasadena High School has special CAHSEE “blitz” days. On Saturdays students that need to pass the CAHSEE come to campus for special tutoring sessions in ELA and math for four weeks leading up to the test. **Participation rates?**

Individual teachers use a variety of methods to notify students, parents, and counselors if a student is in danger of failing. The most common method is through the use of the Parent Portal which provides up to date information on a student’s current grade and any missing assignments.

Also, teachers provide the administration and counseling department with a tutoring schedule. This helps counselors work with students that are failing. Teachers provide time before school, during nutrition, during lunch, and after school to tutor students that are struggling. **Participation of students and teachers? Success rates?**

**How is it measured?**

The after school and summer school programs of Pasadena LEARNs offer engaging enrichment, leadership, and learning opportunities for K-12 students in the Pasadena Unified School District. Activities complement the school day, and include homework help, leadership, visual and performing arts classes, structured recreation, academic enrichment activities, and literacy development. Field trips are a regular feature of Pasadena LEARNs' spring break and summer programs.

## **CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**

**Areas of strength for Standards-Based Student Learning: Curriculum (if any):**

### **Strengths**

- \*Teachers are continuing to create, modify and review curriculum, pacing and assessments that fall in line with the new Common Core State Standards and the new state tests.
- \*Teachers at Pasadena High School use writing across the curriculum as a way to increase the writing ability and critical thinking of all students
- \*Pasadena High School has increased the size of the AP program. We have increased the number of courses and sections being offered. More students than

ever have access to these rigorous courses. Additionally more students are taking the AP exams and passing them.

- Pasadena High School received the U.S. News and World Report Silver Award for its AP program.
- \*There has been a greater focus on the EL and SPED students. Teachers have been given strategies for working with EL and SPED students in their various disciplines.
- Teachers have had much more training in how to implement Common Core State Standards and subject material for EL and SPED students.

**Key issues for Standards-Based Student Learning: Curriculum (if any):**

**Important evidence from the self-study and the visit that supports these strengths and key issues include the following:**

**Opportunities for Improvement**

- \*There needs to be more time for department meetings. Mandated training in EL and SPED have been very valuable, but department meeting time has suffered.
- \*There needs to be a continued focus on the 10<sup>th</sup> grade CAHSEE pass rate. The numbers have remained mostly stagnant over the past few years.
- \*Teachers at Pasadena could use more time to meet with teachers from other disciplines.
- This is more needed than before due to the new Common Core State Standards.
- Meeting with the ELA teachers would be useful for all teachers in all departments.



#### Section 4C: Instruction

The faculty, staff, and administration use a wide variety of instructional strategies aimed at maximizing student learning.

The rest of the chapter seems to be a series of instructional strategies each used (probably) by a few teachers.

#### Commendations:

The administration, faculty and staff for providing a variety of instructional strategies for their students

#### Recommendations

That the administration and faculty evaluate all these strategies to determine which ones show the most improved student learning

#### Section C

Overall, Section C has listed many items related to how Pasadena HS is instructing students. The school has noted that they have a variety of programs in which students have access to that are relevant and challenging. These include access to their academies and their use of project based learning. The staff have begun incorporating the Common Core into their curricular program and done trainings to more fully understand it. The use of technology to help guide instruction is noted in this report and how they use these to more fully engage students. There is a lack of evidence in which they detail how they differentiate, particularly for Special Needs students. There is no mention of an RtI model in this section and focuses mainly on first instruction. The areas of strength and areas of growth that they mention at the end of Section C lack detail or evidence nor do they suggest how the areas of growth will be accomplished.

Commendations	Recommendations
<ul style="list-style-type: none"><li>• The school is moving toward the model of Linked Learning and has established academies.</li><li>• Relevant instructional methodologies are noted.</li><li>• The variety of items presented in this area related to how students have access to knowledge and are able to present ideas is notable, however could be more detailed.</li></ul>	<ul style="list-style-type: none"><li>• The Advisory Period is not clearly explained nor detailed.</li><li>• Application of student knowledge is not clearly represented in this area.</li><li>• The section could be more detailed in the ways in which the findings are listed.</li></ul>

### Section C. Standards-Based Student Learning: Instruction

Pasadena High School (PHS) has created a curriculum that is rigorous and accessible, to include their Pathways program, which provides specialized courses that lend themselves to five different careers. Teachers are trained in common practices, in particular Project-Based Learning, and use scaffolding to guarantee school-wide scholarship. PHS has piloted district-wide common core instruction in English, math, and science. Social Science common core standards were produced during the same time as the previously mentioned three subjects, thus they should be considered when moving forward with aligned instruction.

C1: To what extent are all students involved in challenging learning experiences to achieve the academic standards, the college-and career-readiness standards, and the school-wide learner outcomes?

Pasadena High School uses journal entries, online quizzes, and the advanced placement web site, Shmoop. Common Core State Standards (CCSS) essay prompts and round table literary analysis also fuel the evaluative process of students' work. Teachers use pre assessments and Exit Tickets to assess effectiveness of instruction. Missing are the identified groups, who are not meeting the standard based on these evaluations; this information may prove to be vital to the progressive steps in improving instruction. PHS primarily uses project based learning and laboratory experiments to evaluate students' engagement with challenging work and to ensure they are meeting the various standards. Some of these products include:

- Art Projects/ Art Shows
- Essay Portfolios
- History/Science Projects
- Laboratory Reports
- Pathway integrated projects
- Real World Research Projects
- Video Projects

Students understand the learning expectations through multiple forms of exposure. Teachers provide course outlines, syllabi, pacing guides, rubrics, and expected outcomes to achieve comprehension. In addition, standards, agendas, daily objectives, and class rules are posted to reemphasize desired learning outcomes.

PHS provides differentiation through directed instruction, driving questions, and small groupings. Through lesson templates, project/visual examples, and music, teachers support the following instructional strategies:

- SADAIE
- Kagan
- Step up to Writing
- Project Based Learning
- SPED
- KWL

- 4-squares

Technology is used school-wide. Many of the teachers use chrome books or iPads with instruction. Online videos and instructional web programs are utilized through sites like YouTube and Accelerated Reader.

Students are interviewed and surveyed to identify which learning experiences assist in preparing them for life in the twenty-first century, but there is a lack of evidence provided to support this claim.

C2. To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

The staff at PHS uses a variety of instructional strategies, resources, and programs, which are driven by the CCSS:

- Exploring College, Career, and Community Opportunities (ECCCO)
- College Board
- Pathways
- Thinking Maps
- Small Learning Communities
- Integrated curriculum
- Scaffolding
- Technology

Teachers do not seem to have experienced opportunities to develop their research-based instructional methodology or technology.

Teachers use various modes of instruction to facilitate student learning. Some of these strategies include: tutoring, specialized seating assignments, counseling support, direct instruction, guided practice, systematic usage of the advisory period, analysis prompts, daily or weekly quizzes, an essay writing process, and SADIE strategies.

Student work at PHS reflects a scholarly process, which is derived from structured learning. Students have produced detailed projects in all subjects and programs, created portfolios, and executed laboratory activities. Along with student-made assessments, the projects and labs allow pupils to gather information to represent their creative knowledge.

Students at PHS are able to exhibit critical thinking skills through reasoning, problem solving, discourse, and investigative inquiry. Some of the findings are:

- Document-based questions
- Political, ethical, and topical debates
- Laboratory experiments
- Persuasive essays
- Performance evaluations

- Web design
- Student-led instruction
- Student made videos

Through these activities and research projects, teachers require students to utilize technology. Web-based research, power point, multimedia video-responses, and video editing.

PHS Career Pathways connect to real world experiences innately. Guest speakers, internships, community partners, and research projects encompass the theme of career awareness with in this program.

#### COMMENDATIONS:

1. The staff for embracing Common Core standards and continuously improving on its application
2. The staff for implementing school-wide strategies like project based learning, which has allowed for the evaluation of student progress and the incorporation of learning outside of the textbook
3. The staff for using a myriad of instructional practices, which reflect higher level processing skills
4. The School faculty for using multiple visual means to ensure student understanding of learning expectations
5. The school administration and faculty for establishing numerous opportunities for students to experience real-world practices.

#### RECOMMENDATIONS:

1. That the school promotes Common Core standards throughout all disciplines.
2. That teachers establish sub-groups from the evaluation of student work and focus future instruction for them
3. That the administration provide training for all teachers in common core instructional strategies and technology use.
4. That the staff evaluate students' perceptions about which learning experiences are beneficial towards preparing them for their post high school lives.

#### Section 4 D: Assessment and Accountability

Since the California testing system is being revised, there has been much less consistent data to measure the performance of our students. The District is in the process of revising the units and common core performance tasks to be consistent with the Common Core State Standards. 10<sup>th</sup> grade English teachers and Math 1 teachers are piloting units and assessments, and the hope is that there will be full implementation in these two classes next year.

There has been a large turnover in administrators both at the site and at the District level, and their original focus was providing access to the curriculum for Special Ed students and English Language Learners.

Teachers use a wide variety of assessment tools during the course of a school year. Each and every test result is provided to parents and published in the Accountability Report Card and on the web site. Lots of communication with parents is available to keep parents abreast of their student's progress. Counselors hold a variety of meetings with students and parents, from developing four year plans to College Financial Aid Workshops.

Teachers analyze data and make modifications based on student performance results. However, there is limited time allotted for collaboration to analyze data during district professional development/in service days and "A" Monday meetings.

The school administration has used a wide variety of data to make alterations in the program offered by the school. For example, all freshmen now take Biology, Math 1 is now offered to meet CCSS standards, AP teachers have received AP training, an Advanced Reading and Writing Course was created to support EL students, and a different credit reclamation plan was implemented to increase the academic rigor of these programs.

#### COMMENDATIONS:

The District, the school administration, and the faculty for moving forward to implement the Common Core Curriculum.

The district, the school administration, and the faculty for addressing access to curriculum for Special Ed and English Language Learners

The administration and faculty for disaggregating data and making changes in curriculum based on student performance

The administration for establishing many support programs to help the learning needs of students.

#### RECOMMENDATIONS:

That the administration and faculty use the disaggregated data to make changes in curriculum based on student performance

That the administration and faculty find the time to collaborate to analyze data to improve student performance

That the faculty make changes in their instructional program and assessments in order to improve student learning

#### Section D

Overall, Section D gives a broad picture of what Pasadena High School is doing in terms of assessment of students and its relation to the Student Learning Outcomes (SLOs). The school has not had a large base of testing data to analyze due to the current shifts in the state's accountability process. They have had to rely on some district assessments and other site-driven assessments. They make use of online folders (via Google) to provide access to units which also has rubrics, calibrated assignments, and other resources for teachers to guide their assessment of students. A variety of reporting methods to parents exists for the school to keep them informed about student progress. This section makes no mention of the areas of strength and areas of growth at the end.

Commendations	Recommendations
<ul style="list-style-type: none"><li>• There are multiple opportunities noted that allow for data to be communicated to many audiences.</li><li>• Common grading policies and rubrics will be an asset to the school.</li></ul>	<ul style="list-style-type: none"><li>• The school does not provide information on how it collected benchmark assessments from 2011-2015.</li><li>• Student feedback mechanisms should be more detailed about how often students receive feedback and in what type of form.</li><li>• There should be a clear alignment of how the assessment data results are used to make changes to the school program.</li></ul>

## **CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

### **D1. Assessment and Accountability Criterion**

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders of the school community?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Professionally Acceptable Assessment Process:** The school staff uses effective assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders.

**Basis for Determination of Performance Levels:** The school staff has determined the basis upon which students' grades and their growth and performance levels are determined and uses that information to strengthen high achievement of all students.

During the 2007---2011 school years, Pasadena High School implemented a comprehensive, professionally acceptable timetable of assessments that were aligned with the areas identified as critical needs reported in the previous WASC report and the Pasadena High School's Single Plan for Student Achievement. Throughout this period of time, the data from these assessments were collected, disaggregated, and analyzed to measure student progress, inform instructional practice, guide the master schedule, and align professional development to meet the needs of the school. **Perfect.** In the summer, Pasadena Unified School District invited stakeholders to the Summer Data Institute to analyze data for the district and Pasadena High School. **Based on what proven strategies/practices?**

Then, departments analyzed data and a report was given to the stakeholders during an all day in---service. During our department meetings, data was analyzed as a department and by grade level. Common Benchmark assessment data was analyzed throughout the school year to inform instructional practice. These assessments included state, district, school site, and individual teacher created assessments that monitored the progress towards meeting the previous California Content Standards. The data analyzed included API/AYP results, CST, CAHSEE, CELDT, AP exams, California State University's Early Assessment Program, PSAT, SAT, ACT, Quarterly District---Wide Common Assessments, District Final Exam, Final Exams, and District Benchmark Common Assessments. Since the California Content Standards are no longer the benchmark for student achievement, the common benchmark assessments supported by Pasadena Unified School District and Pasadena High School are no longer in effect and are therefore no longer in implementation. **What were the determining factors that led to this decision? Data?**

The adoption of the California Common Core State Standards caused a significant paradigm shift in the assessment process at Pasadena High School and Pasadena Unified School District. In order to meet these new standards, the previous Superintendent created the Curriculum Revision Workshop Pasadena High School WASC Report: 2014-2015 185 (CRW). Professional development on the California Common Core State Standards, how to prioritize the standards, designing and developing the curriculum

guides, analyzing the instructional shifts and developing project based learning units. The Pasadena Unified School District and the Board of Education adopted the scope and sequence, the unit overviews, and the performance tasks for English Core courses. Teachers have online access to these units via Google drive. However, district---wide implementation has yet to be achieved. The district continues to revise the units and common performance tasks. **Determiners? How does the data drive decision making and drive instruction?**Currently, four 10th grade English teachers at Pasadena High School are charged with piloting the unit overviews and the performance tasks, and are participating in targeted professional development to revise the 10th grade units and common rubrics, calibrate the essays, and analyze the data provided by the performance tasks. The Mathematics Department adopted the new curriculum, Mathematics Vision Project, for the Math 1 courses that are aligned to the Common Core State Standards. The Math 1 Teachers at Pasadena High School are currently piloting the curriculum, creating, and revising the common performance tasks, and are also participating in targeted professional development. The mathematics department also administered one Common Core style pilot exam, modeled from the Smarter Balanced Assessments. The same assessments were given across the district and used for baseline purposes. The plan is to have an End of Semester (EOS) and End of Course (EOC) for every Core content class. Data is being used to vet out the assessment and not to inform practice. **The data is overwhelmingly negative. What has been determined? How was the EOC vetted (rubric?)**The members of the committees who are making decisions regarding Common Core will use this data, once tests have been vetted out, to align the assessments to the Smarter Balanced Assessment Consortium (SBAC) assessments. The teachers at Pasadena High School are in the process of developing and revising curriculum, common rubrics, and common performance assessments. **Based on what criteria or proven strategies? Any assessment training?**These standards encompass new teaching and assessment methods that will take all stakeholders time to implement. Next year, the goal is for 100% of the core teachers at Pasadena High School to implement the unit overviews, the performance tasks, and analyze the data provided by these assessments. Additional factors that have hindered the realization of many of our assessment goals include changes in administrative personnel both at the district and school site level, changes in the PUSD Graduate Profile, budget cuts, reduction of staff and clerical positions, decrease in enrollment, and a shift in the instructional focus to meet the guidelines set by the Office of Civil Rights. At the district level, major changes had a substantial impact upon Pasadena High School. Over the course of this WASC accreditation process, three superintendents, and new chief executive officers were hired. Every new superintendent adopted new education policies and these changes were reflected in the Graduate Profile, the shift in professional development offered to teachers, and a new focus at the high school level to implement these changes. After the previous initial WASC accreditation process, a new principal was hired at Pasadena High School. Two experienced assistant principals were transferred to another school, another assistant principal was Pasadena High School WASC Report: 2014-2015 186 promoted at the district, and three new assistant principals were hired to replace those positions. The principal restructured the governance various times to reflect the new PHS Administrative team. Each administrator is responsible for instructional oversight of one or more departments in addition to numerous duties and responsibilities. All of these



factors have led to structural instability in the assessment data analysis process, changes in education policy, goals, and inconsistency in following our action plan goals at Pasadena High School. From 2011---2015 school years, Pasadena High School analyzed data in a less structured approach as limited amount of time was set aside for the departments to discuss their findings. During this time period, the district shifted the instructional focus in order to meet the guidelines set by the Office of Civil Rights. Professional development offered by the district and Pasadena High School was aligned to meet this instructional shift. The data analyzed throughout this time period included AYP, CAHSEE, CELDT, AP exams, California State University's Early Assessment Program (EAP), school---wide suspension, expulsion data, attendance data, grade distribution by class, teacher created assessments, End of the Course Exam for Mathematics and English courses, CST (2012), and API data (2012). Academic progress, student achievement, and the school's performance are reported to the shareholders on a continuously systematic basis. Pasadena Unified School District publishes the School Accountability Report Card (SARC) and is available through the Pasadena High School Website. CAHSEE results are mailed home. SAT, ACT, and AP exam results are available through the testing Website. API and AYP data are available through the California Department of Education website. Vital information about testing, data, school activities, and services are communicated in the Pasadena High School's new website. Every quarter, Pasadena High School mails report cards to the parents. Academic achievement and the school's performance is monitored and reported on a monthly basis to the School Site Council, and English Learner Advisory Committee (ELAC), which includes parents, teachers, students, staff, and school administrators. On a monthly basis, the principal publishes a newsletter that highlights achievement. The Principal also holds informational meetings, Coffee with the Principal, that provides prospective and current parents with current information about achievement data, and school progress. Pasadena High School holds Back to School Night, Open House, PSAT Parent Night, and parent meetings that include SSTs, IEPs, 504s, counselor meetings to inform parents about the school and student progress. Data Director and Aeries provides data to teachers about student standardized testing, the common district final exam, (Data Director: benchmark assessments data 2007---2011). Teachers provide the syllabus to the parent. Numerous teachers utilize the Aeries online grade book. Aeries Parent

**To what end? How does any of this data drive instruction and help student achievement?**

## **D2. Assessment and Accountability Criterion**

To what extent do teachers employ a variety of strategies to evaluate student learning?

To what extent do students and teachers use these findings to modify the learning/teaching practices to improve student learning?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

**Appropriate Assessment Strategies:** Teachers use appropriate assessment strategies to measure student progress toward acquiring a specific body of knowledge or skills such as essays, portfolios, individual or group projects, tests, etc.

**Demonstration of Student Achievement:** A range of examples of student work and other assessments demonstrate student achievement of the academic standards and the school wide learner outcomes, including those with special needs.

Curriculum-Embedded Assessments: The school regularly examines standards-based curriculum embedded assessments in English language and math, including performance examination of students whose primary language is not English, and uses that information to modify the teaching/learning process.

Student Feedback: Student feedback is an important part of monitoring student progress over time based on the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

Modification of the Teaching/Learning Process: Assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches to ensure students are prepared for success in college, career, and life.

Monitoring of Student Growth: The school has an effective system to monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

Pasadena High School(PHS) teachers systematically implement a variety of formative, summative assessments, and assessment tools that are valid and appropriate for content and student needs. Teachers utilize Aeries Data and Data Director, and assessment results to monitor student progress towards achieving the academic standards and Student Learning Outcomes. Teachers vary and modify assessments based on student needs. Teachers assess students' academic progress informally and formally. Assessments included AYP, CAHSEE, CELDT, AP exams,**How has the increase of enrollment of AP/Honors affected d/f ?** California State University's Early Assessment Program(EAP), school-wide suspension, expulsion data, attendance data, grade distribution by class, teacher created assessments, End of the Course Exam for Mathematics and English courses, CST(2012), and API data(012) **reaction to data?** and Common District Benchmark Assessments, Common District Final Exam(2007-2011) and teacher created assessments. Teachers use assessment data generated by standardized testing and their own teacher created assessments to guide their instruction, review content material, and refer students to tutoring. **Other methods or RTI** Many teachers post the SLOs, objectives, and standards on the walls, bulletin boards, and white boards. Students can monitor their academic progress by meeting with their counselors; numerous teachers post grades online(Aeries), and print grade reports. Students can set their own academic goals through the online program, Naviance.

As discussed in D1, student progress towards achieving the academic standards and Student Learning Outcomes are reported to the shareholders on a continuously systematic basis. Pasadena Unified School District publishes the School Accountability Report Card (SARC), the Physical Fitness Test and CAHSEE results are mailed home. SAT, ACT, and AP exam results **shared results through counseling, departments? How does this alter the master calendar or curriculum?**are available through the testing Website. API and AYP data are available through the California Department of Education website. Vital information about available services are communicated in the Pasadena High School's new website. Every quarter, Pasadena High School mails report cards to the parents. Academic achievement and the school's performance is monitored and reported on a monthly basis to the School Site Council, and English Learner Advisory Committee (ELAC), which includes parents, teachers, students, staff, and school administrators. On a

monthly basis, the principal publishes a newsletter that highlights achievement. The Principal also holds informational meetings, Coffee with the Principal, that provides prospective and current parents with current information about achievement data, and school progress. Pasadena High School holds Back to School Night, Open House, PSAT Pasadena High School WASC Report: 2014-2015 192 Parent Night, and parent meetings to inform parents about the school and student progress. Counselors meet with the students at least once a year to set up their schedules for the next school year, review their transcripts, and set up a four---year plan. Counselors are available throughout the school day. Counselors conduct SSTs, PSAT parent/Student Night, 9th grade Parent Meeting, A--G College 101, PCC Pre Assessment Workshop, AP Parent Night, Cash for College Financial Aid Workshop, and Counselor College Financial Aid Lab. Counselors participate in IEPs, and 504s to monitor student progress. The Pathway Counselors hold parent meetings with Pathway students who earn "D" and "F" grades. **What is the enrollment criteria? Retention plan?** Creative Arts Media and Design Pathway (CAMAD) meets with parents and students who earned "D" and "F" grades. Pasadena High School case carriers follow the appropriate legal steps to meet the needs of student with IEPs. Data is used to determine the appropriate learning goals and interventions that a student with IEPs might need. Prior to the Common Core Standards, from 2007---2011, the curriculum and common benchmark assessments were aligned with the assessments, and a structured process to analyze data was established and implemented. Currently, common district performance tasks are available online to all English Teachers. The teachers at Pasadena High School are in the process of piloting, developing, revising, and aligning the curriculum, common rubrics, to the common performance assessments. As we continue this process, we will be able to better monitor student progress, ensure the appropriateness and effectiveness of the assessments. Additional time needs to be provided for collaboration to refine and revise the common performance assessments, common rubrics, and to conduct calibration sessions **.and training** A data analysis process needs to be developed and implemented. Currently, there is minimal student feedback shaping the assessments. This school year we transitioned from mass testing in the gymnasiums to students testing in their natural classroom environment. The testing coordinator ensures that procedures are implemented and followed during testing.

D3. Assessment and Accountability Criterion To what extent does the school, with the support of the district and community, have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the school wide learner outcomes?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

Assessment and Monitoring Process: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Reporting Student Progress: There are effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the school wide learner outcomes.

Student assessment and progress monitoring are channeled through faculty, students, administration, and focus groups on campus. Assessments are administered with the intention of being shared with all stakeholders, regardless of type and level. The inclusion of different advisory boards, student, parent groups, and school-

--based committees allow for a broad evaluation of how effective our assessments are the steps necessary to implement them. All stakeholders are provided with a myriad of tools and reports to evaluate results of the assessments. School board, district administration, parents, students, and faculty have access to all pertinent data. They are encouraged to share their thoughts, recommendations or solutions to ensure that student assessments are relevant. The evaluation of each result-

--based tools are disaggregated with the intent to share successes, to target weaknesses, and to re-evaluate system-

--wide instruction that will solely serve for better student outcomes. During this process, critical learner needs such as EL, Special Ed, writing and math are identified and addressed. There are few limitations or constraints to how each stakeholder's contribution are made to the betterment of student achievement. Consistent discussion, review, and monitoring of all assessments are highly encouraged. However, there is limited time allotted for collaboration to analyze data during district professional development/in-

--service days. The assessment process cannot be facilitated until we have common assessments. We are still in the transitional phase of the Common Core Standards.

#### **D4. Assessment and Accountability Criterion**

To what extent does the assessment of student achievement in relation to the academic standards, the college- and career-readiness standards, and the school wide learner outcomes drives the school's program, its evaluation and improvement, and the allocation and usage of resources?

**INDICATORS:** Use the following indicators as a guide to ensure all key aspects of the criterion are addressed. Add any additional reflections based on the criterion.

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 process.

PHS utilizes assessment results to allocate resources, evaluate and make school improvement and is reflected by the type of programs PHS offers to ensure student achievement. The analysis of available assessment data determines the progress of the school's learning outcomes and student achievement. Using a triangulation method of analysis, the CELDT results and two other criteria are used to inform proper placement of certain courses. Based on teacher and student feedback, and data results it was determined that the reclamation classes were not rigorous. As a result, we are now offering a different reclamation class, Thesis. Thesis meets the A-G subject requirements ensuring that the classes are more advanced. A math course was reconfigured to meet the California Common Core State Standards. Math 1 is now offered to meet these standards. As a result of the AP assessment data, and to ensure support for the professional growth of the teachers over 15 teachers received College Board approved AP Training.

Assessment data is also used to develop the goals in the School Single Plan. To meet the guidelines set by the Office of Civil Rights, block intervention classes are no longer offered. The Special Education Department offers a course, Academic Assist, to ensure that the needs of the student are met. Diagnostic Assessment Data informed pedagogical decisions about the CAHSEE and based on the findings it was determined that early intervention was needed. After reviewing the Earth Science data the decision was made in 2012---2013 school year to place all incoming freshmen into a freshmen Biology class, resulting in an increase in Biology Science test scores overall. As a result of the assessment data, the Advanced Reading and Writing Course was created to support the English Learners in meeting the California Common Core State Standards. Over the last several years, there has been an unprecedented rate of English Learners reclassifying and passing the CAHSEE. School Site Council's approval, PHS purchased an online intervention program, CAHSEE Revolution K12, to provide additional support. Additionally, money was also allocated for a multi--- weekend preparatory program, CAHSEE Blitz, implemented prior to the CAHSEE exam. The School Site Council also approved the funding for the Writing Tutorial Center. Highly qualified teachers and peer tutors provide structured or individual tutoring in all subject areas, specifically in mathematics and English. Prior to the Common Core Standards, from 2007---2011, the curriculum and common benchmark assessments were aligned with the assessments, and a structured process to analyze data was established and implemented. Currently, common district performance Pasadena High School WASC Report: 2014-2015 208 tasks are available online to all English Teachers. The teachers at Pasadena High School are in the process of piloting, developing, revising, and aligning the curriculum and developing and revising common rubrics to the common performance assessments. As we continue this process, we will be able to better monitor student progress, ensure the appropriateness and effectiveness of the assessments.

#### **CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY**

##### **Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):**

CAHSEE, Celdt, and EL data being utilized within departments.

Fitness data – truly impressive.

##### **Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):**

. As we continue this process, we will be able to better monitor student progress, ensure the appropriateness and effectiveness of the assessments. Additional time needs to be provided for collaboration to refine and revise the common performance assessments, common rubrics, and to conduct calibration sessions .and training A data analysis process needs to be developed and implemented. Currently, there is minimal student feedback shaping the assessments.

Training administration and ELA and Math staff in the utilization of local, site-based data necessary to align with SPSA.

A need for formative and summative assessments exists and is recognized. The next step is to implement a systemic process that supports student achievement through proven strategies, curriculum, and instruction aligned with the district and site goals.

**Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:**

#### Section 4E: School Culture and Support

PHS provides opportunities for parents to participate in high school programs and also gives them lots of information. Parents can participate in School Leadership Team, School Site Council, Booster Clubs, and English Language Learner Advisory Committee. Parents receive information on graduation requirements, college entrance requirements and extra curricular programs. Parents are also invited to attend evening meetings presented by counselors on a variety of topics, including AP parent night.

Students are given lots of opportunities to learn about the school, from the time they are in the 8<sup>th</sup> grade. This is done through Shadow Day and orientations to the small learning communities. Freshmen Orientation is conducted at the beginning of each school year to help freshmen learn about expectations and extra curricular activities they might enjoy.

Special Ed students have numerous opportunities to get involved in the Work Ability Program. This program provides students with job assistance training.

Teachers communicate progress of students in a variety of ways. Progress reports go home every quarter, and parent teacher conferences are held to discuss individual student progress. IEPs are held to address learning plans for Special Education students.

After school programs are available to help students with their school work. LEARNS and ASSETs are available to all students after school.

PHS has developed partnerships with local resources, and two school resource officers are assigned to the school to promote safety and security.

Small Learning Communities are a major component of the education experience at PHS. CAMAD, Law Public Service, Sports Medicine, and APPs academy have strengthened the total academic program. They have also developed partnerships within the community to help support their area of emphasis.

The Pasadena Instrumental Music Program has continued to grow and meet the needs of many more students. The Instrumental Music Club is a parent support group that raises funds and writes grants in order to provide a wider variety of musical opportunities for the students.

There is also a Navy Junior Officer Training Core program to promote patriotism, community involvement, and respect for others.

PHS is committed to a clean, safe, and orderly learning environment. Emergency Plans are developed and rehearsed, and a student handbook is sent home to all students. The campus is maintained on a regular basis. The principal has an open door policy, and the administration works collaboratively in faculty and department meetings.

Students receive support from the five counselors on campus, who work on a caseload alphabetically by student last name.

#### COMMENDATIONS:

The administration and faculty for providing open access to parents and lots of opportunities for them to be involved in many aspects of the school

The administration and faculty for providing lots of information to students who are matriculating to the school and orienting the new students to the school.

The administration and faculty for providing many resources to help students succeed.

The administration and staff for providing small learning communities to enhance the learning of students.

The administration and faculty for providing a comprehensive extra curricular program for students.

The administration, faculty, and IMC for developing and expanding an outstanding music program

#### RECOMMENDATIONS:

That the faculty and staff support students with IEPs. (????)

##### School Culture and Support

Encourage parental and community involvement, especially with the teaching and learning process

With over 200 parents, the PTSA meets monthly. The parent groups works hard to create a collaborative and cohesive community with all the stakeholders.

Not only do the PTSA coordinate ways in which teachers receive supplies for their classroom. They work tirelessly to help beautify the campus with greenery.

One of the parent groups, ELAC, primarily focuses on the EL program. This work includes budget expenditures, programs needed for the students and ways in which to increase student attendance.

One-way parents are involved in the teaching and learning process at PHS is that Parents are notified about the expectations of culminating, college admissions, campus programs and a campus tour. One of the programs even offers parents a chance to take a parenting class for teens. Another way parents are involved is with scheduling. Parents are invited to participate in the process of how students are scheduled.



The PHS culture strives to include and involve all students. There are a variety of activities, such as clubs that engage students and provide an outreach for students. The inclusion of all students begins the first day of school.

The student volunteers that welcome new families followed by the grade level assemblies, orientation, and opening of school activities provide the school leadership ways in which to encourage students and parents in the learning process.

#### Continual Communication and Collaboration

The parents of Special Education students are involved with the teaching and learning process.

Communication of school expectations and grades/grading are addressed in a variety of ways: syllabi, Back to School Night and telephone calls home. Teachers are also sending correspondence via notes and emails to parents regularly. Students that are deficiency are also provided notes for their parents once that students are not meeting grade level expectations.

Community groups such as LEARNS and ASSETs are after school programs that help students during spring break, summer and regular school days. The program is offered after school to all students until 6:00p.m. Additionally, Community partnerships with the City of Pasadena and Learning Works have provided additional behavior support to the campus. On the campus of PHS, the use of canine dogs and probation officers help reinforce the positive behavior and student learning outcomes.

The smaller learning communities reinforce collaboration. Through the smaller learning communities partnerships have expanded. Each small learning community has developed collaborations with community agencies to support the students. These collaborations have provided donations, guest speakers, mentors and opportunities for students to learn on the job.

The Instrumental Program and the Navy National Defense Cadet Corps are groups that participates of the Tournament of Roses parade that have helped raise money to benefit all students.

Safe, clean, orderly place that nurtures

In order to maintain a systemic approach to maintaining a safe, clean and orderly learning environment, each student is provided the student handbook to review with his or her parent. This handbook outlines the expectations.

Next, PHS has developed a system of maintaining the buildings. Daily repairs are taken care of by a work order. Daily logs are used to ensure the restrooms have been cleaned and maintained regularly. Although not everyone is on campus during the summer logs are remained to describe the activity and changes that have taken place.

To help students academically, there are five counselors on staff. Each counselor sees students alphabetically. Although the counselors conduct work outside of academics that deal with the students social and emotional, some students are referred to outside agencies.

Commendation:

1. Parents, teachers and staff are provided ample ways in order to know what is happening on campus
2. Organizations and Pathways provide newsletters
3. Students are provided a weekly bulletin as well
4. Specific programs designed for special education students
5. Participating in activities that raise funds that the district has not allocated for
6. I commend the principal for having an open door policy

Recommendation:

1. Specify which facet of communication provides information to the community and parents and their involvement in the teaching/learning process
- 2.
3. Explain how the parent groups: SLT, SSC, Booster Club and ELAC parent groups encourage the teaching and learning process
4. Review the list of clubs and organizations to align that each group involves students in the teaching and learning process
5. Identify ways in which to consolidate the parent nights or orientations and host more than one night

Questions:

1. How are parents that do not have special education students included in the learning and teaching process?
2. Why are emergency plans practices in April?
3. Why is trust low with the administration?

With respects to current students, the following is utilized in order to create an informed community: classroom presentations, weekly bulletin, school website, announcements/advertisements, program newsletters. In addition, a new school website provides contact information, announcements, and a calendar of events. Moreover, translation services in Spanish and Armenian are provided.

Some specific examples would be good here

- The Chronicle- school newspaper
- VADA and GCA parent council
- VADA and GCA newsletter
- Coffee with the Principal
- Bi-weekly principal messages
- Aeries

An "Eighth Grade Shadow Day" introduces future students to the

campus culture, key individuals, and allows for class observations. In addition, a Freshmen Orientation is offered at the start of each school year with the goal of promoting awareness of school policies and academic expectations.

Formally, parents have the opportunity to participate as committee members on the School Leadership Team (SLT), School Site Council (SSC), Booster Club, Parent Teacher Student Association (PTSA), and the English Language Learner Advisory Committee (ELAC).

The Parent Teacher Student Association (PTSA) includes over 200 members. The PTSA has worked with administrators, teachers, and students to sponsor a "Teacher Wish List" drive to provide materials needed in the classroom and multiple campus beautification initiatives aimed at garnering volunteers to make the campus more "eco-friendly".

As a member of ELAC, parent nominees work closely with the PHS Language Development Resource Teacher (LDRT) and meet monthly to assist with the planning of the school's EL Program. In addition, at least one parent member of this group works with DELAC (District ELAC) in shaping the District Master Plan for English Learners.

The school has developed local partnerships with the City of Pasadena, Learning Works, Pasadena Community College (PCC), and Cal State LA's Upward Bound Programs.

With regards to safety, PHS has two School Resources Officers (SRO's) sponsored/assigned by the City of Pasadena. This, coupled with the Canine Drug Prevention Program, provides drug, gang, and truancy awareness on campus.

With respects to specific subpopulations, PHS employs a diverse range of community resources. Special Education students have access to the "Work Ability I" program, Hathaway-Sycamores, the Edmark Program, and the Department of Rehabilitation. Small learning communities and Pathways work with local colleges, museums, and businesses to shape and promote the learning process.

The Visual Arts and Design Academy and the Graphic Communication Academy (GCA) exemplify a commitment to strong community partnerships. These groups work with local colleges/universities (Pasadena City College, Art Center College of Design, CSU Los Angeles), local/international businesses (Swains Art Supply, Baughman Press, Typecraft, Saatchi and Saatchi), and community initiatives/groups (Pasadena Armory for the Arts, Side Street Project). As a result, PHS students benefit from donations, guest speakers, mentors/advisors, field trips, and internship opportunities.

LEARns,

Pasadena Instrumental Music Program

You might want to include all extracurricular programs in this section. Music seems strong, athletics, and so many clubs. They don't say a lot about it in this section, but this is where it belongs. You might want to review chapter 1 and bring some things in.

## **E2: To what extent is the school a safe, clean, orderly place that nurtures learning?**

Evidence of this includes the development and rehearsal of emergency plans every April, participation in statewide initiatives like "The Great American Shake-Out" of 2014, and yearly issuance of a "Student Handbook" that requires

guardian agreement to school policies. In addition, the School Resources Officers (SRO's) and security staff patrol campus throughout the day to ensure compliance/safety. Furthermore, the security staff, administrators, and P.E. teachers communicate on two-way radio systems in order to maintain an orderly environment. Moreover, for the past seven years, PHS has used a strategically placed camera system as a means of reviewing and/or identifying harmful situations.

Staff members can submit work order requests regarding common maintenance issues (broken desks, electrical issues, restroom supplies, etc.). During the school year, these tasks along with daily maintenance work are carried out by three custodians during morning sessions and nine custodians in the evenings. The custodial staff follows district adopted cleaning standards. According to a district facilities inspection for the 2013-2014 school year, PHS was found to maintain a "good" state of repair in the following categories: systems (gas leaks, mech/HVAC, sewer, pest/vermin infestation, restrooms, drinking fountains, structural roofs, school grounds, and overall cleanliness. PHS received a marking of "fair" for interior spaces/surfaces (walls, floors, ceilings).

Security is difficult to reach and the campus is often not kept clean during the day. In regards to the latter, PHS has called upon their students and PTSA to institute Bi-Annual Campus Beautification Days. Also, Bond Measure TT, passed in November of 2010, is in the process of renovating twelve restrooms, constructing the CTE Criminal Justice Courtroom Classroom, and upgrading kitchen facilities. In addition, the Main Modernization Project aims to renovate athletic facilities and provide various cosmetic upgrades of the site's facilities.

**E4: To what extent do students have access to a system of personal support services, activities, and opportunities at school and within the community?**

The Student Support Personnel Team (SSPT) exemplifies a commitment to students' academic needs, career goals, and social/emotional wellbeing. Embracing the National Standards for Counseling, this team of five counselors partners with teachers, academic coaches, and administrators to "ensure appropriate course offerings, dissemination of information through classroom presentations, and a counseling-referral system." In addition, students have the opportunity to meet with the SSPT to create a four year plan. Since the 2008-2009 WASC visit, the counseling caseload assignments have changed from division by grade level to alphabetical by student last name. This shift fosters stronger relationships among counselors, students, and families with two or more children at PHS. Staff members feel that this resource would be more effective with smaller caseloads for each counselor.

What if students aren't hitting the mark?

- CAHSEE intervention classes
- LEARNS

What if students are exceeding the mark?

- increased # of AP classes or offerings?
- AP Open House

Outside of class?

- clubs
- sports

Commendations

- PHS utilizes a variety of community partnerships and resources to shape student learning within and outside of the classroom. The Visual Arts and Design Academy along with the Graphic Communication Academy exemplify this relationship.
- PHS provides multiple formal opportunities for parents to shape student learning and school culture.
- PHS provides multiple personal support services, activities, opportunities within and outside of the classroom that service a wide-range of student needs, goals, and interests.

#### Recommendations

- Evaluate the accessibility of security staff
- Continue utilizing student clubs and parent organizations to promote a clean, safe, and orderly campus
- Continue evaluating/supporting counseling services in order to promote academic, career, and social/emotional well-being of students

#### Questions