



# South Pasadena Senior High School

1401 Fremont Avenue • South Pasadena, CA 91030 • 626-441-5820 • Grades 9-12

Janet Anderson, Principal

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<http://www.sphstigers.org/>

## 2016-17 School Accountability Report Card Published During the 2017-18 School Year

### South Pasadena Unified School District

1020 El Centro Street  
South Pasadena, CA 91030  
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<http://www.spusd.net/>

#### District Governing Board

Dr. Suzie Abajian

Elisabeth Eilers

Julie Giulioni

Dr. Michele Kipke

Jon Primuth

#### District Administration

Dr. Geoff Yantz  
Superintendent

David Lubs

Assistant Superintendent of  
Business Services

Dr. Karen Reed

Assistant Superintendent of  
Human Resources

Christiane Gervais

Assistant Superintendent of  
Instructional Services

### School Description

Designated in 2013 as a California Distinguished School and in 2017 as a California Gold Ribbon School, South Pasadena High School is a public, coeducational, four-year comprehensive high school with an enrollment of approximately 1,486 students. There is a student/teacher staffing ratio of 32 to 1. Through special parcel tax funding, ninth grade English language arts classes are maintained at a size of twenty-five or fewer students. Classes meet for 100-minutes on an alternating block schedule with a daily seventh period that meets for fifty-minutes. Two semesters comprise the 180-day academic year. The co-curricular program is extensive, ranging from athletics to theater, music, art, dance, and numerous clubs of student interest. The school is accredited by the Western Association of Schools and Colleges (WASC) and has maintained an excellent record of accreditation throughout the school's existence, with our last full accreditation review in the 2016-2017 school year. The SAT continues to trend upward, both in scores and number of test takers, and the same is true of our Advanced Placement program that earned exclusive recognition from the College Board. South Pasadena High School is steeped in traditions that help us maintain our Tiger Spirit. At the same time, we are in a continuous improvement cycle, researching and implementing programs and techniques focused on student achievement and personal growth. Career Technical Education provides myriad opportunities in the areas of business, entrepreneurship, woodworking, sports medicine, computer animation and design, silk screening, photography, and more. In the 2016-2017 school year, the school was awarded a Gold Ribbon for an exemplary and comprehensive pathways program for students.

Originally established in 1905, South Pasadena High School has served students in the community of South Pasadena in grades nine through twelve since 1984. Through its 111-year history, the school has grown and changed in many ways, including a 2000-2003 remodeling and modernization program brought about by a 1995 bond measure. Construction began in January 2018 on a new Mathematics and Science building that will have four new science labs, six mathematics classrooms, and an engineering room. Teachers, staff, and administrators act on the principle that students come first. The educational programs at the school are tailored to meet the needs of each individual student.

South Pasadena High School and South Pasadena Unified School District adhere to these core values:

All students can learn and reach their full potential.

Parent and family involvement in the student's education is critical to the success of students, of individual schools, and of the district as a whole.

Building confidence and character are important to academic achievement.

Mutually respectful relationships are essential in a diverse organization and community.

Clear communication among administrators, teachers, parents, students and the community is essential to building trust.

Transparency in governance and operations is essential to building trust.

Timely and appropriate responsiveness to students, parents and families is essential.

The work of all employees is indispensable to the well-being and success of students.

Continuous improvement for all employees is critical to the success of the district.

## Mission Statement

South Pasadena High School students are grown locally to make a positive impact globally, deep into the 21st Century.

## Vision Statement

South Pasadena High School students develop the academic and interpersonal skills that help them make a positive impact as global citizens. Staff, parents, and the community provide the supportive environment in which students achieve their personal bests.

## South Pasadena High School is committed to the following propositions:

1. All students are entitled to an interdisciplinary educational foundation.
2. All students see themselves as productive and responsible global citizens.
3. All students are critical thinkers, self-advocates, and resilient problem-solvers.
4. Diversity enriches our campus life.
5. Students benefit from a nurturing environment.
6. Students construct meaning through collaboration and interaction with others.
7. Students become lifelong learners when exposed to a wide range of ideas and disciplines.
8. A growth mindset inspires students to discover and manifest their untapped potentials.
9. All students recognize the value of respectful disagreement.
10. Students are taught healthy and ethical living.
11. Students take responsible risks in creativity and innovation.

Janet Anderson, Principal

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	335
Grade 10	395
Grade 11	403
Grade 12	353
<b>Total Enrollment</b>	<b>1,486</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.2
American Indian or Alaska Native	0.4
Asian	37
Filipino	2.7
Hispanic or Latino	24.7
Native Hawaiian or Pacific Islander	0.1
White	27.5
Two or More Races	4.5
Socioeconomically Disadvantaged	15.9
English Learners	3.7
Students with Disabilities	7.5
Foster Youth	0.3

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
South Pasadena Senior High School	15-16	16-17	17-18
With Full Credential	74	69.4	65
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	1	1	1
South Pasadena Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	209
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
South Pasadena Senior High School	15-16	16-17	17-18
Teachers of English Learners	0	0	1
Total Teacher Misassignments	0	0	2
Vacant Teacher Positions	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials	
Year and month in which data were collected: October 10, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	9th grade: Gold Level, Prentice Hall 2002 10th grade: Timeless Voices/Timeless Themes, Prentice Hall 2002 11th grade: The American Experience, Prentice Hall 2002 12th grade: World Masterpieces, Prentice Hall 2002 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Math Analysis: Pre-calculus 4th Edition, Houghton Mifflin 1997 Calculus AB: Calculus of a Single Variable, Houghton Mifflin 1998 Calculus BC: Thomson 2002 Statistics: Statistics 4th Edition, W.H. Freeman 2007 Math 1, 2 and 3: Core Plus Mathematics, Glencoe 2015 Math 1+, 2+ and 3+: Integrated Mathematics, Houghton Mifflin 2015 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	Biology: Nowicki Biology, Holt 2012 Chemistry: The Study of Matter, Prentice Hall 1992 Physics: Conceptual Physics Addison Wesley 1999 Science Issues: Environmental Science, Holt 1996 Life Science: Biology: Exploring Life, Prentice Hall 2004 Integrated Science: Conceptual Physical Science, Pearson/Prentice Hall 2003 AP Biology: Biology Concepts & Connections, Addison Wesley 2000 AP Chemistry: Chemistry & Chemical Reactivity, Harcourt Brace 1999 AP Environmental Science: Environment, Pearson Prentice Hall 2008 AP Physics: Physics 5th Edition, Prentice Hall 1998 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

Textbooks and Instructional Materials Year and month in which data were collected: October 10, 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	10th - Modern World History-Patterns of Interaction McDougal Littell 2003 11th - American Odyssey Glencoe/McGraw-Hill 2004 12th - Civics: American Government, Holt 2003 AP Government: American Government, 9th Edition Houghton Mifflin 2004 Economics: Economics, Holt 2007 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Foreign Language	Spanish Ven Conmigo! Levels 1-3 Holt 2003 Spanish for Mastery Three-Situaciones 1994 Spanish (AP) Encuentros Maravillosos Prentice Hall 2011 El Espanol Para Nosotros Levels1-2 Glencoe 2006 French C'est A Toi! Levels 1-3 EMC/Paradigm 2002 Ni Hao 1-3 Chinese Language 2002 Chinese For Youth Far East Book Company 2008 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Health	Health Holt 1994 <b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0

Note: Cells with N/A values do not require data.

### School Facility Conditions and Planned Improvements (Most Recent Year)

South Pasadena High School is situated on 20.1 acres, and currently includes the library, cafeteria, staff lounge, 54 permanent classrooms, eight temporary portable classrooms, three athletic fields, a pool, four tennis courts, an auditorium, and a 99 seat equity-waiver theater. South Pasadena High School was built in 1905, and extensively remodeled, including replacing old buildings with new buildings, in 2002-2003. Results of the most recent school facilities inspection were collected in November 2017. While reviewing this report, please note that even minor discrepancies are reported in the inspections process. The items noted in the report have been corrected, or are in the process of remediation.

Board approval to add a four-classroom science building was obtained in the spring of 2015. Since that time, a Facilities Bond measure was passed by the citizens of South Pasadena, and a six-classroom Mathematics building was added to that project that will also include a flexible space for an engineering program. Athletic facilities have been upgraded with the reinstallation of the synthetic field and track. The outdoor basketball court, stadium, and locker rooms have been repaired. The projected starting date construction updates for the Athletic areas is summer 2019. In the summer of 2015 facility improvement activities included the repair and upgrade of the pool deck in the aquatic facility.

Installation of LED lights for campus outdoor and indoor lighting, provided through State Proposition 39, was completed in January 2018.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office, and the district office. The principal works daily with our Plant Foreman to develop cleaning schedules to ensure a clean and safe school. In addition to the daytime Plant Foreman, the high school has five evening custodians.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. At the time of publication, 100% of South Pasadena High School's restrooms were in good working order.

The South Pasadena Unified School District contributed \$150,000 to the State School Deferred Maintenance Program for the 2016-2017 school year.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/17/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Bldg.M(Main gym, Practice Gym, Locker Rm, Storage, Elect): 6) Have contracted with outside entity to eradicate rats in storage area of main gym.

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 11/17/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical	X			Area P(Stadium,RR,Electrical,Storage): 7) Electrical panel needs upgrading
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Area1(Football Field,Track): 9) Drinking fountain needs replacement Area2(Baseball Field,Dugout,Locker Rm,Storage,Batting Cage): 9) Drinking fountain needs replacement
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Area O(Pool,Parking Lot,Bath House): 10) No fire alarm present; Bldg.L(Auditorium,Stage,RR,Stage Rm): 10) No fire alarm;
<b>Structural:</b> Structural Damage, Roofs	X			Bldg.J(Cafeteria,Kitchen,Electrical,Storage, Sac Rm,ASB): 12) Plaster Cracks throughout exterior walls
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
<b>Science</b>	86	85	88	87	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
<b>ELA</b>	76	81	80	83	48	48
<b>Math</b>	68	67	78	78	36	37

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>9</b>	7.6	24.7	59.2

\* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group  
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	423	390	92.2	84.6
Male	244	227	93.0	83.3
Female	179	163	91.1	86.5
Black or African American	12	10	83.3	90.0
Asian	147	144	98.0	88.2
Hispanic or Latino	97	88	90.7	75.0
White	139	124	89.2	88.7
Two or More Races	14	11	78.6	81.8
Socioeconomically Disadvantaged	78	75	96.2	76.0
English Learners	18	17	94.4	35.3
Students with Disabilities	32	28	87.5	50.0

\* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	395	382	96.71	81.1
Male	229	221	96.51	74.55
Female	166	161	96.99	90.06
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	144	140	97.22	87.86
Filipino	--	--	--	--
Hispanic or Latino	88	87	98.86	66.67
White	125	117	93.6	83.76
Two or More Races	16	16	100	87.5
Socioeconomically Disadvantaged	57	53	92.98	64.15
English Learners	40	36	90	52.78
Students with Disabilities	30	29	96.67	44.83
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

**School Year 2016-17 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	395	384	97.22	66.67
Male	229	222	96.94	65.32
Female	166	162	97.59	68.52
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	144	143	99.31	87.41
Filipino	--	--	--	--
Hispanic or Latino	88	86	97.73	43.02
White	125	117	93.6	64.96
Two or More Races	16	16	100	62.5
Socioeconomically Disadvantaged	57	54	94.74	53.7
English Learners	40	39	97.5	64.1
Students with Disabilities	30	29	96.67	20.69
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2017-18)

Parents and the community are very supportive of the educational, athletic, and activities programs at South Pasadena High School. Numerous programs and activities are enriched by generous contributions made by the Parent Teacher Student Association (PTSA), Booster Club, the Band Boosters, the Football Booster Club, Rotary Club, Kiwanis, Oneonta Club, Lion's Club, Vecinos of South Pasadena, South Pasadena Chinese Club, and more. Through the weekly Bingo sponsored by the Booster Club and run by parent and staff volunteers, approximately \$200,000 is contributed to the school's athletic, academic, and activities programs annually.

Parent involvement is also evident in our School Site Council, our Western Association of Schools and Colleges (WASC) accreditation process, and numerous volunteer efforts throughout the year. With the school's partnership in 2017-2018 with Stanford University's Challenge Success initiative, there are many opportunities for parental involvement on the multi-constituency committees aimed at improving a sense of balance and healthfulness for students as they continue to achieve their goals.

Parent participation in the school's Positive Coaching Alliance agreements and attendance at activities and events is highly encouraged and appreciated.

#### State Priority: School Climate

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

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



### School Safety Plan

The safety of students and staff is a primary emphasis at South Pasadena High School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire drills, coordinated with the South Pasadena Fire Department, are conducted on a monthly basis throughout the school year and earthquake drills are held twice annually.

The monitoring of school grounds is performed by assigned staff before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus and sign out upon leaving the campus. The school grounds are monitored, as well, by a camera system.

In 1997, the Comprehensive Safety Plan was developed by the school administration and School Site Council in consultation with local law enforcement in order to comply with Senate Bill 187 of that year. It is reviewed annually, with the last revision taking place in October 2017. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include child abuse reporting procedures, teacher notification and procedures regarding dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. South Pasadena High School reviews the plan annually and updates it as needed. The plan is also reviewed with school staff at the beginning of each school year. A safety video is shown to all staff and students. An updated copy of the plan is available to the public at the school office.

Beginning in September, 2010, South Pasadena High School contracted with Interquest K9s as a preventative measure against drugs and alcohol in the school environment. Additionally, the school works with the South Pasadena Police Department and has a School Resource Officer assigned to campus.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.28	2.53	2.61
Expulsions Rate	0.25	0	0.13
District	2014-15	2015-16	2016-17
Suspensions Rate	1.07	1.75	1.49
Expulsions Rate	0.1	0	0.04
State	2014-15	2015-16	2016-17
Suspensions Rate	3.79	3.65	3.65
Expulsions Rate	0.09	0.09	0.09

### D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement	Year 3	
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		40

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	5.0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist	2.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	297

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.



**Average Class Size and Class Size Distribution (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
English	23	26	24	32	9	31	25	20	18	19	6	23
Mathematics	27	27	27	8	9	14	25	17	18	12	5	15
Science	29	29	30	9	7	6	17	14	14	23	8	25
Social Science	27	28	29	10	5	8	17	15	11	13	6	18

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Professional Development provided for Teachers**

Teachers at South Pasadena High School received three days of on-site professional development each year between 2015 and 2018. In 2015-16, the main focus of work was Project-Based Learning (PBL), implementation of the Common Core State Standards (CCSS), and the use of instructional technology. In 2016-2017, review of our programs and the Western Association of Schools and Colleges (WASC) self-study was the main emphasis while also looking at policy revision to better support students. In 2017-18, the three on-site professional development days are devoted to the development of viable Project-Based Learning units and plans, in addition to Thinking Maps. Teachers and other staff members attended workshops and professional development opportunities through the Los Angeles County Office of Education and many other subject-specific venues. Counselors attended the National Association of College Admissions Counselors professional development along with many college-specific visits and seminars.

Administrators work with teachers to support the implementation of any new initiatives to ensure sufficient time and feedback for consistency in the application of the learning. Teachers have bi-weekly meetings in which they work on departmental-specific issues and plans. Topics for emphasis and attention are generated by our self-study and the evidence used to set our goals for our WASC six-year accreditation and our annual Single Plan for Student Achievement. All are aligned with the School District's Board of Education Strategic Plan and LCAP goals.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,026	\$44,144
Mid-Range Teacher Salary	\$81,058	\$69,119
Highest Teacher Salary	\$101,772	\$86,005
Average Principal Salary (ES)	\$116,282	\$106,785
Average Principal Salary (MS)	\$117,015	\$111,569
Average Principal Salary (HS)	\$133,525	\$121,395
Superintendent Salary	\$240,443	\$178,104
Percent of District Budget		
Teacher Salaries	40%	34%
Administrative Salaries	6%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,849	\$2,848	\$8,001	\$78,612
District	◆	◆	\$7,687	\$82,929
State	◆	◆	\$6,574	\$69,649
Percent Difference: School Site/District			4.1	-5.2
Percent Difference: School Site/ State			21.7	12.9

\* Cells with ◆ do not require data.

**Types of Services Funded**

South Pasadena Unified received Base and Supplemental Funds as part of the Local Control Funding Formula (LCFF) to support our instructional program. In addition, SPUUSD received state and federal categorical funding for the following support programs:

Title I, Part A (at South Pasadena Middle School and South Pasadena High School only)

Title II, Part A

Title III, Part A LEP and Immigrant

Special Education

Lottery Funds for Instructional Materials

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
South Pasadena Senior High School	2013-14	2014-15	2015-16
Dropout Rate	2.2	1.3	3.2
Graduation Rate	96.99	98.4	95.94
South Pasadena Unified School District	2013-14	2014-15	2015-16
Dropout Rate	2.2	1.6	3.2
Graduation Rate	96.74	97.87	95.94
California	2013-14	2014-15	2015-16
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	668
% of pupils completing a CTE program and earning a high school diploma	2%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	32%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	99.66
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	73.57

\* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	♦
English	2	♦
Fine and Performing Arts	1	♦
Foreign Language	3	♦
Mathematics	3	♦
Science	4	♦
Social Science	3	♦
All courses	17	41.3

Completion of High School Graduation Requirements			
Group	Graduating Class of 2016		
	School	District	State
All Students	95.42	95.14	87.11
Black or African American	80	80	79.19
American Indian or Alaska Native	100	100	80.17
Asian	96.52	96.52	94.42
Filipino	100	100	93.76
Hispanic or Latino	95.65	95.65	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	94.55	93.69	90.99
Two or More Races	100	100	90.59
Socioeconomically Disadvantaged	100	100	63.9
English Learners	0	0	55.44
Students with Disabilities	100	100	85.45
Foster Youth	50	50	68.19

### Career Technical Education Programs

The Career Technical Education Program (CTE, formerly known as Regional Occupational Program [ROP]) provides career/technical preparation and guidance to meet identified educational standards and industry needs. It is accredited by the Western Association of Schools and Colleges (WASC). CTE provides career preparation and sequential learning designed to improve academic skills and courses that combine employment with advanced instruction, for high school students only. Teachers are fully credentialed and experienced in their related industries.

High school students can take CTE courses; courses are offered to all students without regard to sex, race, color, religion, national origin, ancestry, sexual orientation, physical disability, medical condition, or marital status. CTE cooperates with the Social Services Agency, Welfare to Work, CA Department of Rehabilitation, WIA, and other local service providers to promote economic self-sufficiency.

Many of the South Pasadena High School elective courses are CTE courses. The courses include students who represent every subgroup on campus. Examples of CTE courses include Virtual Business, Dance, Stage 1/2, Sports Medicine, Commercial and Digital Photography, Business and Personal Finance, Computer Applications, Graphic Design, Animation, Cabinetry, and Elementary Education.

### DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.