



South Pasadena Senior High School

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

Janet Anderson, Principal
janderson@spusd.net
<http://www.sphstigers.org/>

2015-16 School Accountability Report Card Published During the 2016-17 School Year

South Pasadena Unified School District

1020 El Centro Street
South Pasadena, CA 91030
(626) 441-5810
<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**
Karen Reed
**Assistant Superintendent of
Human Resources**
Christiane Gervais
**Assistant Superintendent of
Instructional Services**

School Description

Designated in 2013 as a California Distinguished School, South Pasadena High School is a public, coeducational, four-year comprehensive high school with an enrollment of approximately 1,528 students. There is a student/teacher staffing ratio of 36 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 2010-2011 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 in the spring of 2011. 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 2014-15 school year, a pathway program in computer programming and engineering grew into a third year of courses, and in the fall of 2016, a biomedical pathway second year course was added.

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. Planned upgrades to our science labs are designed and planned for implementation in the coming school year. 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.

2015-16 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	405
Grade 10	401
Grade 11	373
Grade 12	349
Total Enrollment	1,528

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.5
Asian	35.9
Filipino	3
Hispanic or Latino	24.7
Native Hawaiian or Pacific Islander	0.1
White	29.2
Two or More Races	3.5
Socioeconomically Disadvantaged	16.2
English Learners	3.7
Students with Disabilities	7.3
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
South Pasadena Senior High School	14-15	15-16	16-17
With Full Credential	76	74	69.4
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	2	1	1
South Pasadena Unified School District	14-15	15-16	16-17
With Full Credential	◆	◆	206.4
Without Full Credential	◆	◆	1
Teaching Outside Subject Area of Competence	◆	◆	5

Teacher Misassignments and Vacant Teacher Positions at this School			
South Pasadena Senior High School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
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.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Textbooks and Instructional Materials	
Year and month in which data were collected: September 13, 2016	
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 2006 11th grade The American Experience Prentice Hall 2002 12th grade World Masterpieces Prentice Hall 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Algebra I Holt, McDougal Littell 2004 Algebra II Holt, McDougal Littell 2008 Geometry Holt, McDougal Littell 2007 Math Analysis Pre-calculus 4th Edition Houghton Mifflin 1997 Calculus Houghton Mifflin 1998 Calculus Thomson Statistics Statistics 4th Edition W.H. Freeman 2007 Integrated Math 1 Houghton Mifflin 2014 Integrated Math 2 Houghton Mifflin 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Nowicki Biology Holt 2012 Chemistry: The Study of Matter Prentice Hall 1992 Physics: Conceptual Physics Addison Wesley 1999 AP Environmental Science Pearson-Scott Foresman 2009 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
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 Government (AP) American Government 9th Edition Houghton Mifflin Economics Prentice-Hall 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 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 1-2 2012 French C'est A Toi! Levels 1-3 EMC/Paradigm 2002 Ni Hao 1-3 Chinese Language 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Health Holt 1994 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0

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, six portable classrooms, three athletic fields, a pool, six 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 2016. 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/mathematics building was obtained in the spring of 2015. 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. Summer 2015 activities included the repair and upgrade of the pool deck in the aquatic facility.

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 \$200,000 to the State School Deferred Maintenance Program for the 2015-2016 school year.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/18/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			Area P(Stadium,RR,Electrical,Storage): 7) Electrical panel needs upgrading
Restrooms/Fountains: 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
Safety: 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;
Structural: Structural Damage, Roofs	X			Bldg.J(Cafeteria,Kitchen,Electrical,Storage, Sac Rm,ASB): 12) Plaster Cracks throughout exterior walls
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	74	76	77	80	44	48
Math	57	68	75	78	34	36

* 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	84	86	85	87	88	87	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
9	5.4	23.1	62.4

* 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 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	372	349	93.8	76.0
Male	11	197	186	94.4	72.6
Female	11	175	163	93.1	80.0
Asian	11	154	150	97.4	82.0
Filipino	11	16	15	93.8	73.3
Hispanic or Latino	11	83	76	91.6	62.7
White	11	95	84	88.4	78.0
Two or More Races	11	13	13	100.0	84.6
Socioeconomically Disadvantaged	11	81	79	97.5	68.0
Students with Disabilities	11	28	24	85.7	26.1

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	11	372	344	92.5	67.7
Male	11	197	185	93.9	67.0
Female	11	175	159	90.9	68.4
Asian	11	154	148	96.1	84.8
Filipino	11	16	15	93.8	66.7
Hispanic or Latino	11	83	75	90.4	38.0
White	11	95	82	86.3	67.1
Two or More Races	11	13	13	100.0	76.9
Socioeconomically Disadvantaged	11	81	79	97.5	61.8
Students with Disabilities	11	28	23	82.1	22.7

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. 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 Parental Involvement State Priority (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 2016-17)

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.

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 School Climate State Priority (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 concern 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 1997. It is reviewed annually, with the last revision taking place in October, 2016. 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 of dangerous pupil procedures, 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. 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	2013-14	2014-15	2015-16
Suspensions Rate	1.4	2.3	2.5
Expulsions Rate	0.0	0.3	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.0	1.1	1.8
Expulsions Rate	0.0	0.1	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	40.0	

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	306

* 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+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	23	23	26	27	32	9	40	25	20	9	19	6
Mathematics	27	27	27	13	8	9	30	25	17	11	12	5
Science	30	29	29	5	9	7	18	17	14	24	23	8
Social Science	27	27	28	9	10	5	18	17	15	15	13	6

* 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 four days of on-site professional development. Of late, the main topics covered were Project-Based Learning (PBL), implementation of the Common Core State Standards (CCSS), and the use of instructional technology. 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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,101	\$42,063
Mid-Range Teacher Salary	\$75,793	\$64,823
Highest Teacher Salary	\$95,733	\$84,821
Average Principal Salary (ES)	\$113,527	\$101,849
Average Principal Salary (MS)	\$116,122	\$107,678
Average Principal Salary (HS)	\$131,852	\$115,589
Superintendent Salary	\$225,000	\$169,152
Percent of District Budget		
Teacher Salaries	41%	35%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,862	\$2,697	\$8,164	\$76,666
District	♦	♦	\$7,634	\$77,330
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			6.9	-0.9
Percent Difference: School Site/ State			43.8	13.8

* 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, SPUSD 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	2011-12	2013-14	2014-15
Dropout Rate	2.20	2.20	1.30
Graduation Rate	97.19	96.99	98.40
South Pasadena Unified School District	2011-12	2013-14	2014-15
Dropout Rate	2.20	2.20	1.60
Graduation Rate	97.19	96.74	97.87
California	2011-12	2013-14	2014-15
Dropout Rate	11.40	11.50	10.70
Graduation Rate	80.44	80.95	82.27

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	745
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2015-16 Students Enrolled in Courses Required for UC/CSU Admission	99.35
2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission	77.3

* Where there are student course enrollments.

2015-16 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	4	♦
All courses	18	13

Completion of High School Graduation Requirements			
Group	Graduating Class of 2015		
	School	District	State
All Students	96	96	86
Black or African American	100	100	78
American Indian or Alaska Native	100	100	78
Asian	94	95	93
Filipino	100	100	93
Hispanic or Latino	97	94	83
Native Hawaiian/Pacific Islander	0	0	85
White	98	97	91
Two or More Races	100	90	89
Socioeconomically Disadvantaged	100	94	66
English Learners	21	21	54
Students with Disabilities	100	100	78

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.