



South Pasadena Middle School

1500 Fair Oaks Avenue • South Pasadena, CA 91030 • 626-441-5830 • Grades 6-8

David Kubela, Principal
dkubela@spusd.net
<http://spms.spusd.net/>

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
(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**
Dr. Karen Reed
**Assistant Superintendent of
Human Resources**
Christiane Gervais
**Assistant Superintendent of
Instructional Services**

School Description

South Pasadena Middle School is located in the San Gabriel Valley, east of the City of Los Angeles. It is the only middle school in South Pasadena Unified School District, which includes three elementary schools and one high school. South Pasadena (incorporated in 1880) is a small, connected community of about 25,619 residents (according to the 2010 census) located in 3.44 square miles. The Middle School serves students in sixth, seventh, and eighth grade. As of October 2016, there were approximately 1166 students enrolled at SPMS. The school's population matches the growing diversity of the city. Asians represent 31% of the students, Whites 30%, Hispanics 24%, African-Americans 2%, and Filipinos 3%, with 10% incorporating a variety of other backgrounds. Some of the languages spoken by our students and staff includes: Chinese, Korean, Japanese, Spanish, French, Thai, and German. South Pasadena Middle School was recognized as a California Distinguished School in 2011 and as a Gold Ribbon and Title I High Achievement School in 2017.

SPMS provides its students with a Common Core standards-based curriculum in math, English, science, history, and physical education. Additionally, students can enroll in an elective course. Some of these elective courses include Band, Chorus, Orchestra, Engineering, Robotics, Computers, Art, Drama, and Spanish. The school also provides after-school opportunities. The Booster Club offers flag football, volleyball, basketball, tennis, track, cross-country, and soccer to both boys and girls. The Tiger Club, a district sponsored program, offers after-school supervision and homework help for a fee.

SPMS firmly believes in connecting students to their school. In response to data from the California Healthy Kids Survey, the School Site Council (SSC) developed an annual survey. The data from the survey led to the implementation of a series of programs to address identified needs. W.E.B (Where Everyone Belongs) is a student mentoring program. Up to sixty eighth-graders are trained to mentor all of the incoming sixth-graders. Project Wisdom, a character education program built around morning messages, was implemented in 2009. A strong ASB (Associated Student Body) continues to support students by sponsoring Red Ribbon Week and Pennies for Patients, an annual fundraiser for cancer patients.

South Pasadena Middle School has completed a multi-year modernization. The final phase of construction was completed in August, 2014. A new music room and a STEM Engineering lab were constructed, and improvements were made to the school cafeteria and lunch area. The first two phases were completed in August, 2008 and included the modernization of the school's existing classrooms. The school's offices were relocated and three classrooms were reconfigured into two. The finished classrooms were enlarged and updated. Six state-of-the-art science rooms with lab space were included. The third phase began in January, 2010 and included the expansion of the campus and the construction of a new two-story administration/library media room, and a new state-of-the-art, four-court gym. The District conducted a facilities study; the results were presented to the Board of Education in December, 2015. The focus of the study at the middle school included modernization/renovation of the auditorium and old gym. Renovation on both P.E. athletic fields will begin in January, 2018 with completion expected by the end of June, 2018. New artificial turf will be installed on the upper field with a new grass field and renovated basketball and tennis courts installed on the lower field.

South Pasadena has an active community and parents are supportive partners in their child's education. SPMS boasts a strong turn-out for its Back-to-School-Night, parent conferences, and Open House. An active PTA supports parents with forums on a variety of topics, including drug and bullying prevention. Many of South Pasadena Middle school parents volunteer at the school. Our Wish Night PTA Fundraiser provides supplemental funds for classroom instruction. The South Pasadena Educational Foundation and Athletic Booster club provide valuable resources to support our students.

Vision Statement

We will collaborate in order to nurture our students' creativity and to support them in becoming independent, contributing, and confident life-long learners. Working together with families and the community, we will create a safe, positive learning environment for all students.

Mission Statement

Our purpose is to inspire, challenge and empower all students to acquire the knowledge, skills and values to become a successful, responsible and caring citizen in a diverse society.

1. We strive to create a positive environment which encourages all students to feel capable, significant, and academically competent.
2. We set high academic and behavior standards because we believe that students have the right to learn and teachers have the right to teach.
3. We respect diversity and work to help individuals reach their highest potential.

David Kubela, 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 6	387
Grade 7	375
Grade 8	404
Total Enrollment	1,166

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.5
American Indian or Alaska Native	0.2
Asian	31.4
Filipino	2.5
Hispanic or Latino	23.9
Native Hawaiian or Pacific Islander	0.1
White	30.4
Two or More Races	9.2
Socioeconomically Disadvantaged	15.4
English Learners	5
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 Middle School	15-16	16-17	17-18
With Full Credential	42	45	49
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	4	4	3
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 Middle 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	Literature Prentice Hall 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton-Mifflin Big Ideas Courses 1, 2, 3 2015 McGraw-Hill Glencoe Math Accelerated 2015 Houghton-Mifflin Integrated Math I 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Science Holt, Rinehart, Winston 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	World History McDougal Littell 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

South Pasadena Middle School's facilities sit on 8.4 acres and include 47,000 square feet of building space and three sports fields. Current facilities include 53 permanent classrooms, a library, gymnasium, staff room, and two computer labs. The school was built in 1927 and modernized with funds provided by a bond measure in 2002. Recent modernization efforts have included the remodeling of the classroom building, construction of a new gym/Library/administration building(s) and the fencing of the perimeter of the campus. In August 2014, a new Music Room, Engineering Lab and updated cafeteria were opened.

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 one part-time and two full-time custodians to develop cleaning schedules to ensure a clean and safe school.

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

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 percent of South Pasadena Middle School's restrooms were in good working order. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in report have been corrected or are in the process of remediation.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 11/22/2017				
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		Bldg.E(Old Gym,Locker Rms): 4) Hole in wall @ drinking fountain; 15) Windows inoperable or hard to open/close
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials		X		Auditorium: 11) 12x12 ceiling tile adhesive contains asbestos; 12) Plaster cracks at ext.; 15) Ext doors weathered,deteriorating Cafeteria,Old Library,Comp.Lab,Wood Shop: 11) 9x9 VCT flooring
Structural: Structural Damage, Roofs	X			Auditorium: 11) 12x12 ceiling tile adhesive contains asbestos; 12) Plaster cracks at ext.; 15) Ext doors weathered,deteriorating
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Auditorium: 11) 12x12 ceiling tile adhesive contains asbestos; 12) Plaster cracks at ext.; 15) Ext doors weathered,deteriorating Bldg.E(Old Gym,Locker Rms): 4) Hole in wall @ drinking fountain; 15) Windows inoperable or hard to open/close
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

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
ELA	80	85	80	83	48	48
Math	77	81	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.

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
Science	89	90	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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	14.1	22.9	54.5

* 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	340	318	93.5	89.9
Male	188	179	95.2	90.5
Female	152	139	91.5	89.2
Asian	126	120	95.2	92.5
Hispanic or Latino	92	84	91.3	79.8
White	91	84	92.3	95.2
Two or More Races	14	14	100.0	100.0
Socioeconomically Disadvantaged	78	73	93.6	84.9
English Learners	13	12	92.3	66.7
Students with Disabilities	31	22	71.0	68.2

* 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	1,163	1,119	96.22	85.34
Male	629	605	96.18	80.66
Female	534	514	96.25	90.86
Black or African American	20	19	95	73.68
American Indian or Alaska Native	--	--	--	--
Asian	359	344	95.82	92.44
Filipino	28	26	92.86	80.77
Hispanic or Latino	282	273	96.81	72.16
Native Hawaiian or Pacific Islander	--	--	--	--
White	356	343	96.35	88.34
Two or More Races	103	100	97.09	90
Socioeconomically Disadvantaged	181	164	90.61	71.95
English Learners	164	147	89.63	77.55
Students with Disabilities	88	79	89.77	24.05
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**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	1,163	1,128	96.99	80.92
Male	629	610	96.98	77.67
Female	534	518	97	84.75
Black or African American	20	19	95	52.63
American Indian or Alaska Native	--	--	--	--
Asian	359	355	98.89	91.83
Filipino	28	26	92.86	88.46
Hispanic or Latino	282	271	96.1	59.78
Native Hawaiian or Pacific Islander	--	--	--	--
White	356	343	96.35	83.63
Two or More Races	103	99	96.12	93.94
Socioeconomically Disadvantaged	181	170	93.92	64.12
English Learners	164	158	96.34	78.48
Students with Disabilities	88	77	87.5	23.38
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)

SPMS enjoys strong community support for our programs. Parents are active partners in their children's education. Our PTA meets monthly and organizes many events, including parent nights. During the 2017-2018 school year, "Everything you need to know about SPMS", college awareness and the seven year plan were all sponsored events. The PTA is also active in its support for campus beautification and historical preservation, having created subcommittees in both areas. Parents also support the school financially. Each year, parents contribute thousands of dollars to Wish Night. Funds are provided for supplemental materials and equipment for the classroom. The school also has an active athletic booster club. Each year the group helps organize and fund the school's after school sports program. Sports include volleyball basketball, soccer, track, cross country and football for both girls and boys. Booster Club meetings are held monthly.

Community members also play an important role on the School Site Council (SSC). In addition to the annual Single Plan for Student Achievement (SPSA), the SSC has developed an annual survey given to students. Members include students, parents, teachers and other staff. Parents support the students in many other ways by: chaperoning field trips and dances, volunteering to help in the classroom and fundraising for the performance of "Father's Follies," participating in campus beautification projects, and attending parent conferences.

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

At South Pasadena Middle School, student safety is a primary concern. The school has developed a comprehensive School Safety Plan which is updated yearly. The plan includes safety statistics, policies and procedures, school rules, compliance information (Senate Bill 187) and an action plan for improvement. It is compliant with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Teachers and staff review safety procedures at the beginning of each school year. School rules and our discipline matrix are revised yearly (using input from students and staff). Students are informed of any changes and a school-wide assembly is held at the beginning of each school year to review expectations. Parents are given copies of the matrix and rules at the beginning of school. The school rules are fairly and consistently enforced. In addition to monthly fire drills, the school participates in the state-wide Great California Shakeout, which includes an extensive disaster drill. The students perform a "Drop, Cover and Hold" in the classroom and they orderly evacuation of the building. Teachers and staff practice first aid and the monitoring of the recovery area. The school employs a full time Campus Supervisor. Visitors are asked to check in at the office and wear a guest badge while on campus. Students are required to have a pass when not in class. Regular supervision is provided before, at brunch, lunch, and after school. Regular Drug Dog visits were instituted in 2011, a perimeter fence was constructed in 2013 and a comprehensive security camera system was installed in 2014. The current School Safety Plan was last updated during the 2016-2017 school year and will be updated and approved by the School Site Council again in January, 2018.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.78	1.21	0.74
Expulsions Rate	0.09	0	0
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	2012-2013	
Year in Program Improvement	Year 2	
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	3.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.22
Psychologist	1.6
Social Worker	
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist	2.67
Other	
Average Number of Students per Staff Member	
Academic Counselor	387

* 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	9	9	11	17	20	13	6	6	8
Mathematics	26	27	26	8	9	7	17	17	14	6	5	9
Science	27	29	25	5	7	6	20	14	18	2	8	5
Social Science	27	28	27	4	5	4	22	15	19	1	6	4

* 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

Annually, four staff development days are scheduled into the school year to address both site and district level needs. These professional development days are aligned with the Board of Education's annual goals and Strategic Plan and the School's Single Plan for Student Achievement. Goals and actions from the plan are developed through input from staff, students and parents using CAASPP and other assessment data. The site Professional Development Committee, working in conjunction with site administration, created and analyzed a teacher survey, CAASPP data results and the district/school goals and actions to develop professional opportunities for the school year. For the 2017-2018 school year, some of the topics include: Positive Behavioral Intervention Support (PBIS), Cognitively Guided Instruction (CGI), Google educational resources. The three professional development days for 2017-2018 will be focused on Project-Based Learning. SPMS ELA Teachers will pilot two potential ELA publisher materials for adoption.

Staff development is delivered during professional development days, monthly faculty meetings, department meetings, Open Spaces opportunities, teacher release-time and through attendance at various conferences. Beginning in 2012, staff meetings shifted from school business meetings to professional development sessions. School news and updates were delivered via newsletter opening up the time for presentations and workshops. The professional development days were planned using actions from the School's Single Plan for Student Achievement. Starting in 2014-2015, a Professional-Development Team was created that included representative teachers and site administrators. Using teacher-input and school goals, the school's professional development is planned and scheduled for the year. External resources, such as expert psychologists, as well as internal resources, such as, teachers, are used to present. Teachers who develop classroom expertise and teachers prepared in "train to train" sessions, also provide professional development opportunities. Teachers and staff are surveyed after each Professional Development Day.

Teachers are supported through their Path I (feedback after formal observations) and Path II (plan to address teacher standards agreed upon by teacher and principal) plans. Additionally, department level meetings at the school site and district-wide, data analysis meetings and peer planning meetings allow for teachers to learn from their peers.

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/.

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

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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,794	\$2,440	\$7,354	\$80,124
District	♦	♦	\$7,687	\$82,929
State	♦	♦	\$6,574	\$69,649
Percent Difference: School Site/District			-4.3	-3.4
Percent Difference: School Site/ State			11.9	15.0

* Cells with ♦ do not require data.