



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/>

2018-19 School Accountability Report Card Published During the 2019-20 School Year

South Pasadena Unified School District

1020 El Centro Street
South Pasadena, CA 91030
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District Governing Board

Dr. Suzie Abajian

Dr. Ruby Kalra

Dr. Michele Kipke

Jon Primuth

Zahir Robb

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 1,446 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 the 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. Our Career Technical Education program provides 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 its 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 113-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 from another bond measure began in January 2018 for a new Mathematics and Science building that has four new science labs, six mathematics classrooms, and an engineering room. Students began the new semester in January 2019 in the new math/science complex. An additional life science lab has been added to our main science building. 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 adheres 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	367
Grade 10	381
Grade 11	329
Grade 12	369
Total Enrollment	1,446

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.1
Asian	34.9
Filipino	2.7
Hispanic or Latino	25.9
Native Hawaiian or Pacific Islander	0.2
White	27
Two or More Races	6.1
Socioeconomically Disadvantaged	20.7
English Learners	2.5
Students with Disabilities	7.7
Foster Youth	0.1
Homeless	0.5

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 for South Pasadena Senior	17-18	18-19	19-20
With Full Credential	65	63	64.6
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for South Pasadena	17-18	18-19	19-20
With Full Credential	♦	♦	204.6
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at South Pasadena Senior High School

Indicator	17-18	18-19	19-20
Teachers of English Learners	1	1	1
Total Teacher Misassignments*	2	1	1
Vacant Teacher Positions	0	0	0

* Note: "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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Textbooks and Instructional Materials

Year and month in which data were collected: September 10, 2019

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	Math Analysis: Pre-calculus 4th Edition, Houghton Mifflin 1997 Calculus AB: Calculus of a Single Variable, Houghton Mifflin 1999 Calculus BC: Thomson 2002 Statistics: Statistics 4th Edition, W.H. Freeman 2007 Math 1, 2 and 3: Core Plus Mathematics, Glencoe 2015 for Math 1, 2016 for Math 2 and 3 Math 1+, 2+ and 3+: Integrated Mathematics, Houghton Mifflin 2015 for Math 1+, 2016 for Math 2+, 3+ The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Biology: Nowicki Biology, Holt 2011 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 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 2004 11th - American Odyssey Glencoe/McGraw-Hill 2004 12th - Civics: American Government, Holt 2004 AP Government: AP American Democracy Now, McGraw Hill 2017 Economics: Economics, Holt 2007 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 Levels1-2 Glencoe 2012 French C'est A Toi! Levels 1-3 EMC/Paradigm 2003 Ni Hao 1-3 Chinese Language 2002 Chinese For Youth Far East Book Company 2016 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

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, 58 permanent classrooms, eight temporary portable classrooms, three athletic fields, a pool, four tennis courts, an auditorium, and a ninety-nine 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 December 2019. 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 to include a flexible space for an engineering program with an occupancy of January 2019. 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. In the summer of 2015 facility improvement activities included the repair and upgrade of the pool deck in the aquatic facility. The starting date for the modernization of the athletic areas was fall of 2019.

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

While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in this 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: 12/03/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Bldg.M (Main gym, Practice Gym, Locker Rm, Storage, Electrical): Currently under renovation under Measure SP. Area N (Basketball, Handball, Tennis Cts): Currently under renovation under Measure SP.
Electrical: Electrical	Good	Area P (Stadium,RR,Electrical,Storage): Restrooms need upgrade.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Area O (Pool, Parking Lot, Bath House): No fire alarm present. Smoke alarms present.
Structural: Structural Damage, Roofs	Good	Bldg.J (Cafeteria,Kitchen,Electrical,Storage,Sac Rm,ASB): Plaster cracks throughout exterior walls, will be fixed under Measure SP.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	80	85	84	84	50	50
Math	67	69	79	79	38	39

Note: 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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
9	7.3	23.3	64.9

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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. 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 are taken by students who represent every subgroup on campus. The following CTE pathways include Concentreor Level and Capstone Level Courses and are offered to all SPHS students:

- 1) Cabinetry, Millwork, and Woodworking
- 2) Design, Visual, and Media Arts
- 3) Education
- 4) Entrepreneurship and Self-Employment
- 5) Patient Care
- 6) Performing Arts
- 7) Production and Managerial Arts

Our CTE Advisory members represent the industries in the above-listed pathways. The CTE advisory chair is our Career Internship Specialist, Andrea Fox.

**School Year 2018-19 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	326	319	97.85	85.27
Male	172	169	98.26	79.88
Female	154	150	97.40	91.33
Black or African American	--	--	--	--
Asian	121	119	98.35	92.44
Filipino	--	--	--	--
Hispanic or Latino	87	83	95.40	74.70
Native Hawaiian or Pacific Islander	--	--	--	--
White	88	87	98.86	87.36
Two or More Races	12	12	100.00	91.67
Socioeconomically Disadvantaged	80	77	96.25	77.92
English Learners	18	15	83.33	60.00
Students with Disabilities	36	33	91.67	48.48
Homeless	--	--	--	--

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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Teachers at South Pasadena High School have received four days of on-site professional development each year between 2015 and 2019. 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, a 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 were 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. On-site professional development days in 2018-2019 were used for social-emotional development, policy revision to support student emotional and social well-being, instructional technology, and other student-focused issues, and in 2019-20, technology, mental wellness, anti-bias training, and student balance have been major emphases.

In the current school year, Anti-Bias training by the Anti-Defamation League was provided through a grant for all teachers and volunteering students with the goal of creating more of a sense of safety and community on campus. SPHS is in its third year of a partnership with Stanford's Challenge Success initiative to bring awareness to the need to support student well-being while helping them achieve their goals in a healthful and sustainable way. This initiative involves parents, students, and staff.

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 School Plan for Student Achievement. All are aligned with the School District's Board of Education Strategic Plan and LCAP goals.

School Year 2018-19 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	326	318	97.55	68.55
Male	172	168	97.67	66.07
Female	154	150	97.40	71.33
Black or African American	--	--	--	--
Asian	121	121	100.00	87.60
Filipino	--	--	--	--
Hispanic or Latino	87	82	94.25	50.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	88	85	96.59	64.71
Two or More Races	12	12	100.00	58.33
Socioeconomically Disadvantaged	80	75	93.75	60.00
English Learners	18	17	94.44	70.59
Students with Disabilities	36	32	88.89	15.63
Homeless	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

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. In addition, with the school's partnership in 2017-2018 and 2018-2019 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. Exterior gates are locked during instructional time. The school grounds are monitored 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 2019. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include, but are not limited to, 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, the School Site Council, and the PTSA 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.6	1.3	1.5
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	1.5	1.0	1.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	289.2

* 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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	5.0
Library Media Teacher (Librarian)	1.0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.6
Nurse	0.2
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	2.0
Other	0.6

* 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-22	# of Classes* Size 23-32	# of Classes* Size 33+
English	23	24	35	13	24	26	24	19	26	18	22	22
Mathematics	25	7	5	7	28	10	22	19	27	11	22	16
Science	29	5	13	21	29	7	21	20	27	13	21	16
Social Science	28	7	15	15	27	7	14	16	29	4	19	11

* 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.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,783	\$46,208
Mid-Range Teacher Salary	\$80,620	\$72,218
Highest Teacher Salary	\$112,570	\$92,742
Average Principal Salary (ES)	\$117,445	\$134,864
Average Principal Salary (MS)	\$120,284	\$118,220
Average Principal Salary (HS)	\$147,000	\$127,356
Superintendent Salary	\$240,443	\$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	39%	33%
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
- Title IV, Part A
- Special Education
- Lottery Funds for Instructional Materials

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Rate for South Pasadena Senior High	2015-16	2016-17	2017-18
Dropout Rate	3.2	3.3	7.2
Graduation Rate	95.9	92.5	91.3

Rate for South Pasadena Unified	2015-16	2016-17	2017-18
Dropout Rate	3.2	3.6	7.2
Graduation Rate	95.9	92.3	91.3

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$10,830	\$3,264	\$7,565	\$81,378
District	N/A	N/A	\$7,645	\$84,070.00
State	N/A	N/A	\$7,506.64	\$72,949.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-1.1	-3.8
School Site/ State	8.2	13.1

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Rate for California	2015-16	2016-17	2017-18
Dropout Rate	9.7	9.1	9.6
Graduation Rate	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Career Technical Education Participation

Measure	CTE Program Participation
Number of pupils participating in CTE	588
% of pupils completing a CTE program and earning a high school diploma	55%
% 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
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	99.44
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	82.2

2018-19 Advanced Placement Courses

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	2	N/A
English	13	N/A
Fine and Performing Arts	3	N/A
Foreign Language	3	N/A
Mathematics	6	N/A
Science	12	N/A
Social Science	7	N/A
All courses	46	41.8

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

*Where there are student course enrollments of at least one student.