



# Monterey Hills Elementary School

1624 Via Del Rey • South Pasadena, CA 91030 • 626-441-5860 • Grades K-5

Dr. Laurie Narro, Principal

Inarro@spusd.net

<http://monterey.spusd.net/>

## 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

We are the Roadrunners of Monterey Hills School (MHS). We serve both the newest area and the historical section of the Altos de Monterey in South Pasadena. MHS is one of three elementary schools and just completed its 49th year in the district. We are proud to be a California Distinguished School, awarded to us in May 2008 and again in May 2012, by the California Department of Education. We are also proud as a recipient of a Gold Ribbon Award in 2016. Our school is in the top 10 percent of all California elementary schools based on the annual state testing results. We pride ourselves on an academically focused school that is continually adjusting to new student demographics and state and federal accountability mandates. Our school population typically numbers 650 students.

The school is attractively located and maintained, making it a favorite of MHS parents and community members to use on weekends and late afternoons. Our playground area is surrounded by tall pines and hills interspersed with grass lawns and blacktop playground sections. Protective fencing and gates at two strategic points in the front of our school were added during the summer of 2013.

Unique to our site is our special day class program that services all three SPUSD elementary schools. We house two special day classes that serve students in both a K-3 and 3-5 grade configurations. These programs are supported by a psychologist, a speech therapist in addition to guidance counselor, occupational therapist and adaptive physical education teacher. The district provides an Extended Daycare program with before and after school daycare as well as a Kindercare program that serves both our morning and afternoon kindergarten students. MHS also provides the instructional program for those students in the district who are eligible to participate in the Transitional Kindergarten (TK) program for both MHS students and the students from another school site within the district. MHS has an onsite preschool program as well.

We have implemented a Spanish Dual Language Immersion Program at our site and serve 48 students. Our goal is to develop bilingual, multi-cultural and academic proficient students. We have a kindergarten and a first grade class and will continue to add a class a year until we have implemented a K-5th grade program.

The MHS PTA provides enrichment experiences for all students by funding two field trip bus costs and any related admission charges. Some grade levels take additional outings to enhance the instructional program. Students take walking field trips in the community, take the local metro to attend plays, and visit museums. Our fourth grade classes take a unique overnight field trip to Dana Point that includes reenacting crew members' roles on a replica ship on a voyage around the tip of South America in the 1800s. Other grade levels take walking trips in the community, attend plays, and visit museums. For the 27th year, MHS fifth graders spend a week-long field trip at a camp in north Malibu experiencing earth, life, and physical science.

The PTA also provides funding for technology, cultural assemblies, and playground equipment/improvements. The PTA also helps sponsor an annual talent show, science fair and annual Astronomy Night where astronomers set up high-powered telescopes for student and parent stargazing. Fund-raisers such as a jog-a-thon, box top collections, and several other events are scheduled annually to provide funds for an array of needs. Our parent volunteer base assists with school-wide special events (field trips) as well as weekly time in the classroom. MHS participates in the district's annual fourth and fifth grade Math Field Day in May. Over 200 hundred kindergarteners through fifth grade students participate in the Booster Club's annual All-City Track meet held in April.

The mission of the Monterey Hills Elementary School community is to assist all students in realizing their full academic potential and personal social development resulting in responsible, independent, and motivated learners.

Laurie Narro, 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
Kindergarten	122
Grade 1	94
Grade 2	111
Grade 3	111
Grade 4	98
Grade 5	100
<b>Total Enrollment</b>	<b>636</b>

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.3
Asian	32.2
Filipino	2.8
Hispanic or Latino	26.4
Native Hawaiian or Pacific Islander	0
White	23.3
Two or More Races	13.2
Socioeconomically Disadvantaged	9.9
English Learners	11
Students with Disabilities	8.3
Foster Youth	0

### 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			
Monterey Hills Elementary School	14-15	15-16	16-17
<b>With Full Credential</b>	29	29	30
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
South Pasadena Unified School District	14-15	15-16	16-17
<b>With Full Credential</b>	♦	♦	206.4
<b>Without Full Credential</b>	♦	♦	1
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	5

Teacher Misassignments and Vacant Teacher Positions at this School			
Monterey Hills Elementary	14-15	15-16	16-17
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	100.0	0.0
<b>High-Poverty Schools</b>	0.0	0.0
<b>Low-Poverty Schools</b>	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	California Reading Houghton Mifflin 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Math Expressions Houghton Mifflin 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	California Science MacMillan-McGraw Hill 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	California Studies, Social Studies Houghton-Mifflin 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

The Monterey Hills Elementary campus was originally built in 1966 with all original structures being fully modernized in 1999. Current facilities include 20 permanent classrooms, 3 portable classrooms, a media center (library/computer lab), enlarged office, staff workroom and faculty lounge, auditorium/multipurpose room, and four rooms for support staff. Recent room additions to accommodate increased student population include the installation of two new portable classrooms and a rest room facility located near our bungalow classrooms for staff and students in June of 2009 and one new portable daycare room in July 2010.

Our playground has been enhanced by the installation of a large climbing play structure installed in the spring, 2009, with a formal installation ceremony held on June 5, 2009, dedicating it to the students of MHS. The \$90,000 project was a result of two years of planning and fundraising. Major donors included five MHS families and six organizations including the MHS PTA, Cub Scout pack 139C, a local preschool, the South Pasadena Unified School District, the City of South Pasadena and the South Pasadena Chinese American Club.

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school and district offices. The principal meets frequently with the plant foreman who oversees a full time and two part-time custodians to coordinate work schedules and quality of room cleanliness. The principal also does frequent plant inspection walks with the plant foreman to note areas needing upkeep or repair in order to ensure an attractive and safe school. Our classrooms and surrounding ground areas are clean, graffiti-free and attractive. The community takes pride in our school site's attractive playground and the buildings' cleanliness.

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. Our restrooms are clean and in good working order.

Installation of protective fencing and gates in the front of the school was completed during the summer of 2013.

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: 11/21/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 11/21/2016

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Electrical:</b> Electrical	X			Bldg.C(Rm4-12,14-19,Kitchen,MPR,Restrooms): 7) Gas water heater in same room as electrical equipment
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			New Classroom Portables: 10) Fire alarms not tied to main panel
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

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

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

CAASPP 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
<b>Science</b>	88	93	92	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
<b>5</b>	18.2	33.3	29.3

\* 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 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
<b>ELA</b>	75	80	77	80	44	48
<b>Math</b>	80	81	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.

**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	100	99	99.0	91.9
Male	46	45	97.8	91.1
Female	54	54	100.0	92.6
Asian	32	31	96.9	93.6
Hispanic or Latino	24	24	100.0	95.8
White	23	23	100.0	82.6
Two or More Races	17	17	100.0	100.0
Socioeconomically Disadvantaged	14	14	100.0	92.9

\* 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	3	113	106	93.8	74.5
	4	100	95	95.0	85.3
	5	100	98	98.0	81.6
Male	3	64	60	93.8	73.3
	4	55	50	90.9	80.0
	5	46	44	95.7	75.0
Female	3	49	46	93.9	76.1
	4	45	45	100.0	91.1
	5	54	54	100.0	87.0
Asian	3	39	33	84.6	84.8
	4	40	36	90.0	97.2
	5	32	30	93.8	86.7
Hispanic or Latino	3	37	37	100.0	64.9
	4	20	20	100.0	70.0
	5	24	24	100.0	70.8
White	3	25	24	96.0	62.5
	4	20	20	100.0	85.0
	5	23	23	100.0	78.3
Two or More Races	4	14	14	100.0	78.6
	5	17	17	100.0	88.2
Socioeconomically Disadvantaged	3	16	16	100.0	62.5
	5	14	14	100.0	64.3
English Learners	3	12	8	66.7	37.5

**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
<b>Students with Disabilities</b>	<b>3</b>	16	15	93.8	26.7

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
<b>All Students</b>	<b>3</b>	113	108	95.6	78.7
	<b>4</b>	100	97	97.0	85.6
	<b>5</b>	100	99	99.0	77.8
<b>Male</b>	<b>3</b>	64	61	95.3	80.3
	<b>4</b>	55	52	94.5	82.7
	<b>5</b>	46	45	97.8	77.8
<b>Female</b>	<b>3</b>	49	47	95.9	76.6
	<b>4</b>	45	45	100.0	88.9
	<b>5</b>	54	54	100.0	77.8
<b>Asian</b>	<b>3</b>	39	35	89.7	94.3
	<b>4</b>	40	38	95.0	92.1
	<b>5</b>	32	31	96.9	90.3
<b>Hispanic or Latino</b>	<b>3</b>	37	37	100.0	59.5
	<b>4</b>	20	20	100.0	75.0
	<b>5</b>	24	24	100.0	54.2
<b>White</b>	<b>3</b>	25	24	96.0	79.2
	<b>4</b>	20	20	100.0	95.0
	<b>5</b>	23	23	100.0	73.9
<b>Two or More Races</b>	<b>4</b>	14	14	100.0	85.7
	<b>5</b>	17	17	100.0	94.1
<b>Socioeconomically Disadvantaged</b>	<b>3</b>	16	16	100.0	68.8
	<b>5</b>	14	14	100.0	57.1
<b>English Learners</b>	<b>3</b>	12	10	83.3	70.0
<b>Students with Disabilities</b>	<b>3</b>	16	15	93.8	26.7

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 have many opportunities to participate at Monterey Hills School. Our PTA contributes to our school program both through volunteer time and financial contributions. The current PTA budget is over \$100,000. These funds support individual classrooms as well as grade level activities in five different areas: cultural arts, academic areas, physical education, technology and community service. Parents contribute their talents through conducting science assemblies, visual and performing arts activities, art projects, volunteering in the classrooms and on field trips, as chaperones. Over 98% of our parents attend fall and spring parent-teacher conferences as well as the Back-to-School Night and Open House. Parents are active members of our School Site Council. The South Pasadena Educational Foundation (SPEF) raised over \$750,000 district-wide to support various programs.

### 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 Monterey Hills School meets annually to update the School Safety Plan (SSP). It is comprised of two major components that address both a safe learning and a secure social environment wherein cultural, racial, and religious diversity of both students and staff members is respected. The plan is shared with and updated by the staff during a faculty meeting. MHS has emergency fire drills on a monthly basis, lockdown and drop drills bi-annually and annually participates in the Great California Shake-Out. The SSP was last updated in August, 2016.

Two current safety considerations include improving the efficiency of student ingress and egress, and continued implementation of the district's Bullying Prevention policy. Our Character Counts! (six pillars of character) and Steps to Success programs support the district's Bully Prevention policy. The district's Code of Conduct is central to how our students, staff, and parents are expected to respectfully interact with each other. Student safety is ensured in a number of ways. Teachers and yard-duty aides provide supervision on the playground along with a student-led safety patrol. All parents and adult visitors are asked to sign-in at the front office.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.1	0.3	2.1
Expulsions Rate	0.0	0.0	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		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
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	0.5
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.62
Psychologist	1
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	

\* 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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			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
K	21	22	24	2	1		4	5	5			
1	23	24	21				4	4	4			
2	23	22	23				4	5	5			
3	23	24	21				4	4	5			
4	27	28	27				3	3	3			
5	25	27	27	1			5	4	4			
Other	10	10	14	2	2	2						

### 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. The MHS staff, along with the other two elementary school staffs, participate. Some topics that have been addressed include evaluation of student writing, homework issues, examination of multiple measures data, differentiated learning strategies, Thinking Maps, Project Lead the Way, Project-Based Learning (PBL), and Common Core State Standards.

Staff development is delivered at monthly faculty meetings, during grade level release time and through attendance at various conferences. All teachers at every grade level participated in Cognitively Guided Instruction (CGI) training provided by the UCLA Math Institute.

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, grade level meetings at the school site and district-wide, data analysis meetings and peer planning meetings allow for teachers to learn from their peers. Finally, our Technology Integration Coach works individually and with small groups of teachers on professional development and instructional technology in the classroom.



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/](http://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 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,031	\$2,395	\$7,636	\$83,376
District	♦	♦	\$7,634	\$77,330
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			0.0	7.8
Percent Difference: School Site/ State			34.5	23.8

\* Cells with ♦ do not require data.