



# PUSD

Pasadena Unified School District

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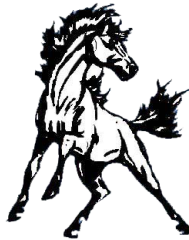
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## DISTRICT MISSION STATEMENT

The PUSD's mission is to provide rigorous education in an environment that engages and empowers all children to become lifelong learners; our students will be thinking, literate, productive, responsible and ethical, able to compete in, and contribute to, a diverse society.

*\* Data in this report are reflective of the 2007-08 school year unless otherwise noted.*

# John Muir High School



*Sheryl Orange*, Interim Principal

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## 2008-2009 School Accountability Report Card

### Principal's Message

John Muir High School is the Pasadena high school of long tradition and community pride. We have a rich tradition of excellence and a rich learning environment. We at Muir are dedicated to engaging our students and providing opportunities for growth and achievement.

We offer Advanced Placement, Honors, College Prep, and General, Vocational, and Special Education classes. These programs create a positive and quality educational environment to provide our students with the academic, social, and personal skills to succeed in a global society. Academic excellence is recognized through our Honors List Convocation, Academic Letter Program, California Scholastic Federation membership and Seal Bearer Recognition.

We are especially proud of our Visual and Performing Arts programs. J.M.H.S. has restructured the campus to four themed academies that offer students a rigorous college preparatory curriculum in small and personal settings.

Through the academies, students have opportunities to take career technical, or enrichment courses as a supplement to a core college prep curriculum.

### School Profile

Pasadena is located just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. The city's popular shops and restaurants blend comfortably with tree-lined streets, distinctive neighborhoods, historic buildings and a vibrant cultural scene. Pasadena is most famous for the annual Tournament of Roses Parade and Rose Bowl Game.

John Muir High school is one of the five high schools in the Pasadena Unified School District, which also consists of three middle schools and 20 elementary schools. During the 2007-08 school year, John Muir High School had 1,295 students enrolled in grades nine through twelve. The 2007-08 student population consisted of 62.0% "Socioeconomically Disadvantaged," 19.0% "English Learners," and 10.2% "Students with Disabilities." Additional demographics for the 2007-08 school year are illustrated in the chart.

With over 1,200 students from varying backgrounds, cultures, socioeconomic groups, and academic profiles, John Muir High School's ultimate strength lies in its ability to offer a diverse array of programs, services, and instructional methodologies to meet the needs of all students.

#### Student Enrollment by Ethnic Group

2007-08	
	Percentage
African American	34.2%
American Indian	0.1%
Asian	0.5%
Caucasian	3.7%
Filipino	0.2%
Hispanic or Latino	60.4%
Pacific Islander	0.2%
Multiple or No Response	0.8%

### Discipline & Climate for Learning

Students at John Muir High School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of John Muir High School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Programs such as Peer Mediation and Conflict Resolution have drastically reduced the number of conflicts on campus, greatly improving the sense of safety and comfort among students.

The school is committed to a progressive discipline policy that includes behavioral intervention and support through the school site Intervention Team, Guidance Counseling Department, and D'Veal Mental Health Services.

The district provides an annual Student Conduct Code for each of its sites, supplemented by a set of behavioral standards developed by John Muir High School. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks.

John Muir High School provides an environment in which students can determine their own level of success. The staff, curriculum, and systems are in place to allow students to reach their highest level of achievement. The school has high expectations for students, expectations that include seeing every student equipped to handle post-graduate life, be it in the work force or higher education. The high level of communication among students, staff and parents helps facilitate a free-flow of information, while the richly diverse student population encourages a spirit of acceptance and inclusiveness.

The suspensions and expulsions table illustrates total cases for all grade levels as well as a percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	566	560	363	4302	3481	4235
Suspension Rate	48.5%	43.1%	28.0%	20.2%	16.7%	20.6%
Expulsions	6	2	1	38	20	13
Expulsion Rate	0.5%	0.2%	0.1%	0.2%	0.1%	0.1%

### Extracurricular Activities

Students are encouraged to participate in the school's academic and extracurricular activities which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

Activities, sports programs, and clubs include the following:

- Aero Space Club
- Speech & Debate
- Chess Club
- Key Club
- JROTC
- Latin Club
- Peace Club
- Soccer Club
- Hall of Fame
- French Club
- Upward Bound Club
- Civil Affairs Commission
- BSU
- National Honors Society
- Interact
- Blazer (Newspaper)
- Drama Club
- Art/Ceramics Club
- Puente Club
- "Z" Club
- Photography
- Christians Club
- Red Cross Club
- Mustang Readers
- Mustang Links
- Science Fiction Club
- The Best Buddies Club
- California Scholarship Federation

### Homework

John Muir High School feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Tutoring is provided by Mustangs on the Move. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

Tutoring by volunteers is available after school Monday through Thursday. Students may also receive individual tutoring from teachers before and after school, and during lunch. In addition, local churches and colleges provide after school tutoring.

### Student Recognition

Positive student behavior and academic excellence are consistently encouraged at John Muir High School. Students are recognized for academic performance and for improved or high GPA's, as well as Perfect Attendance Awards. Students with a 3.0 GPA or higher are placed on the Honor Roll and receive a certificate. Students who have a 3.5 GPA or higher for two semesters receive an Academic Letter to be placed on their letterman's jacket. Every subsequent semester students receive an additional bar to be placed on their letterman's jacket. The National Honors Society and the California Scholarship Federation are also available.

### Class Size

John Muir High School maintained a schoolwide average class size of 25 students and a pupil-to-teacher ratio of 21:1 during the 2007-08 school year. The chart illustrates average class size by subject, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution											
Average Class Size	Classrooms Containing:										
	1-20 Students			21-32 Students			33+ Students				
	06	07	08	06	07	08	06	07	08		
By Grade Level											
Other	-	-	10	-	-	5	-	-	-	-	-
By Subject Area											
English	22	27	24	31	13	34	18	22	16	11	17
Math	25	25	26	20	20	17	12	19	15	10	12
Science	28	32	30	8	8	7	12	9	16	14	21
Social Science	30	28	30	6	9	7	10	9	10	13	15

### School Attendance & Enrollment

Regular attendance at John Muir High School is a necessary part of the learning process and is critical to academic success. School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement. The table shows the monthly attendance rates at the school for the past two years.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Student attendance is encouraged through phone calls and home contact made by the attendance clerk, and by recognition incentives such as certificates for perfect attendance which can be redeemed at local restaurants.

In the event of habitual truancy, students may be referred to district's School Attendance Review Board (SARB).

	Attendance Rates	
	School 2007-08	2008-09
September	98.0	97.9
October	96.6	95.8
November	96.2	92.4
December	90.1	*
January	96.4	*
February	95.7	*
March	94.7	*
April	95.6	*
May	95.5	*
June	96.1	*

\*Data unavailable at the time of publication

The SARB is utilized if students have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

The school actively works to reduce dropouts through the Impact program, counselor-led interventions, Independent Study options, and tutorial programs, which can alleviate the academic frustration that frequently precedes a student dropping out.

## Dropout & Graduation Rates

The school actively works to reduce dropouts through the Impact program, counselor-led interventions, Independent Study options, and tutorial programs, which can alleviate the academic frustration that frequently precedes a student dropping out. The table illustrates the school's dropout and graduation rates for the past three years.

Graduation & Dropout Rates			
	04-05	05-06	06-07
Dropout Rate	8.05%	8.22%	4.31%
Graduation Rate	63.00%	56.70%	74.30%

## Curriculum Improvement

All curriculum development at John Muir High School revolves around the California State Content Standards and Frameworks. A District Curriculum Task Force has been charged with the responsibility of analyzing the curriculum and determining courses of action to ensure that the district is in alignment with the Standards and Frameworks. A professional team of auditors was hired by the district to provide objective analysis of the curriculum, and to make recommendations regarding areas that require increased focus.

The writing and implementation of John Muir High School's curriculum is an ongoing process. The school is currently developing a math intervention course for Algebra classes. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

## Textbooks & Instructional Materials

Pasadena Unified School District held a Public Hearing on October 21, 2008, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. the State of California*. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home if necessary. Additionally, all textbooks and instructional materials used within the district must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Education. The chart displays data collected in December 2008 in regards to the textbooks in use at the school during the current year (2008-09).

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	English/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
9th-12th	Intervention	Glencoe	2006	Yes	0.0%
9th-12th	Intervention	Hampton Brown	2003	Yes	0.0%
9th-12th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2008	Yes	0.0%
9th-12th	Science	Prentice Hall	2005	Yes	0.0%
9th-12th	Science	Prentice Hall	2005	Yes	0.0%
9th-12th	Social Science/ History	McDougal Littell	2006	Yes	0.0%
9th-12th	Social Science/ History	Prentice Hall	2006	Yes	0.0%

## Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

## Library Information

The library, staffed by a full-time librarian, is stocked with thousands of educational and recreational books, video- and audio-tapes, periodicals, and reference materials. Students visit the library on a regular basis and are encouraged to visit during breaks and at lunch.



## Computer Resources

Computer skills and concepts integrated throughout the curriculum prepare students for technological growth and opportunities. Each classroom has an average of two Internet-connected computers. The school's four computer labs, staffed by ROP teachers, a computer technician, and a technology teacher, contain an average of 30 workstations each. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop writing and technological skills, mathematical proficiency, and research abilities.

Computer Resources			
	05-06	06-07	07-08
Computers	414	449	224
Students per computer	2.8	2.9	5.8
Classrooms connected to Internet	51	51	73

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the district libraries located in Los Angeles county, which contain numerous computer workstations.

## Parent & Community Involvement

Parents are encouraged to participate on the Parent-Teacher-Student Association, English Language Advisory Council, School Site Council, Male Mentor Group, Parents for Progress, and numerous boosters clubs. Many members of the community and local businesses support the "Mustangs on the Move" program.

## Contact Information

Parents who wish to participate in John Muir High School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (626) 396-5600, or visit the district website at [www.pusd.us](http://www.pusd.us).

## Advanced Placement Classes

Nearby Pasadena City College offers concurrent enrollment to students, and Advanced Placement courses, which count directly towards college credit. The school's Advanced Placement (AP) program consists of college-level courses in Studio Art, English Language & Composition, Spanish Language, and Biology. Juniors and seniors achieving a score of three, four, or five on the final AP exams qualify for college credit at most of the nation's colleges.

The school offers college-bound students many opportunities to get a head start on their future. Students are encouraged to take the required courses if they plan to attend a four-year university. All students must pass each course with a grade of 'C' or higher.

## College Preparation

John Muir High School's comprehensive curriculum emphasizes the teaching of knowledge and skills essential for success in post-high school education. An outreach coordinator from the University of California at Los Angeles (UCLA) provides assistance to students preparing for college.

California high school students have two options for attending public universities in the state: Universities of California (UC), or California State Universities (CSU). There are eight UC campuses statewide, and 28 CSU schools. A college preparatory high school program includes a minimum of the following courses, referred to as the "A-G requirements." All courses must be completed with a grade of "C" or better.

The minimum GPA required for admission to a UC is 3.15, and the minimum GPA for admission to a CSU is 2.0.

- A: Two years of history/social science
- B: Four years of English
- C: Three years of college preparatory mathematics (4 recommended for UC)
- D: Two years of laboratory science (3 recommended for UC)
- E: Two years of a single language other than English (3 recommended for UC)
- F: One year of visual/performing arts
- G: One year of a college preparatory elective in one of the above subjects

For more information about admissions to UC schools, please visit the website for University of California application information. ([www.ucop.edu/pathways](http://www.ucop.edu/pathways)). To prepare for entrance to a CSU school, visit the California State University Mentor ([www.csumentor.edu](http://www.csumentor.edu)) site.

## Completion of High School Graduation Requirements

In addition to fulfilling district graduation requirements, students in California public schools must pass both the English/Language Arts and Mathematics portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2007-08 school year in the 12th grade, the table below displays by student group the percent who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. At the time of publication, the most recent information available at both district and state levels was for the graduating class of 2008. Information about the CAHSEE can be found at <http://www.cde.ca.gov/ta/tg/hs>.

### Completion of High School Graduation Requirements

	School	District	State
All Students	89%	81%	*
African American	81%	80%	*
Asian	100%	78%	*
Hispanic or Latino	77%	82%	*
Caucasian	80%	84%	*
English Learner	38%	53%	*
Students with Disabilities	33%	49%	*

\* Data was not available at the time of publication.

## California High School Exit Exam (CAHSEE)

The California High School Exit Exam is primarily used as a graduation requirement in California, but the results of this exam are also used to determine Adequate Yearly Progress (AYP) for high schools, as required by the Federal No Child Left Behind (NCLB) law. The CAHSEE has an English language-arts section and a math section and, for purposes of calculating AYP, three performance levels were set: Advanced, Proficient, and Not Proficient. The score a student must achieve to be considered Proficient is different than the passing score for the graduation requirement. The first table displays the percent of students achieving at the Proficient or Advanced level for the past three years. The second table displays the percent of students, by group, achieving at each performance level in English language-arts and math separately for the most recent testing period.

### CAHSEE By Subject

	2005-06			2006-07			2007-08		
	School	District	State	School	District	State	School	District	State
English	35.4	47.9	51.1	34.3	43.0	48.6	31.1	45.1	52.9
Mathematics	21.1	31.9	46.8	31.5	34.4	49.9	26.7	38.7	51.3

### CAHSEE By Student Group

	English			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students	68.9	27.6	3.5	73.3	19.7	7.0
Male	73.4	23.1	3.6	73.4	17.8	8.9
Female	63.7	32.9	3.4	73.3	21.9	4.8
African American	62.4	32.7	5.0	75.7	19.4	4.9
Hispanic or Latino	73.3	24.8	2.0	74.0	20.0	6.0
English Learners	83.7	16.3	0	80.0	18.6	1.4
Socioeconomically Disadvantaged	74.8	23.8	1.4	73.9	21.3	4.7
Students with Disabilities	91.3	4.3	4.3	91.7	4.2	4.2



## Workforce Preparation

John Muir High School's workforce preparation program prepares students to succeed through the development of conceptual thinking, effective communication, and the ability to apply knowledge and skills learned in the classroom to real-world contexts. Muir's program includes school-to-work activities through business partnerships in the community, as well as skill-building opportunities through the Regional Occupational Program (ROP).

The Business & Finance and Science, Engineering, Technology (SET) Partnership Academies (actual schools within John Muir, with their own staffs and curricula) provide skills training in those respective areas. The Visual and Performing Arts Department provides a link to the entertainment industry through various courses for students. John Muir High School has a new program called "Mustangs On The Move," which offers work and leadership skills after school, Monday through Thursday.

The school addresses the needs of all students, as well as those in career preparation, through professional development, guidance, and counseling from school personnel regarding career paths and courses of study. Michael Seaton is the primary contact for Pasadena Unified School Districts' Career Technical Education (CTE) Committee. The table lists the career preparation courses offered at the school.

CTE Programs		
Title of Career Preparation Course	How do these classes support student achievement	How are the courses evaluated for effectiveness
Auto Tech	All course offerings incorporate CTE model curriculum standards, satisfy the district's graduation requirements, and/or the A-G entrance requirements for the UC/CSU system.	Demonstrated Proficiency
Computer Repair		
Dance		
Fashion		
Graphic Design		
Veterinary Medicine		
Welding		

## Career Technical Education Participation

This table displays information about participation in the school's Career Technical Education (CTE) programs.

## UC/CSU Course Completion

Students at Rose City High are encouraged to take University of California/California State University (UC/CSU) preparatory courses if they plan to attend a four-year university. All students must pass each course with a grade no lower than a 'C'.

UC/CSU Course Enrollment	
	Percentage
% of Student Enrollment in Courses Required for UC/CSU Admission	74.1%
% of Graduates Who Completed All Courses Required for UC/CSU Admission	61.5%

\* Duplicated Count (one student can be enrolled in several courses).

## Enrollment & Program Completion in Career/ Technical Education (CTE) Programs (Carl Perkins Vocational and Technical Education Act)

Question	Response
How many of the school's pupils participate in CTE?	702
What percent of the school's pupils complete a CTE program and earn a high school diploma?	78.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	41.0

## Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at John Muir High School. These measure students' actual progress as well as the effectiveness of the instructional program. Periodic classroom tests, teacher evaluations, portfolios, and other assessments give an accurate picture of a student's progress.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

API School Results				
	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	3	2	1	
Similar Schools Rank	9	7	6	
All Students				
Actual Growth	-22	-32	32	601
Socioeconomically Disadvantaged				
Actual Growth	-6	-15	37	596
African American				
Actual Growth	-7	-38	34	606
Hispanic or Latino				
Actual Growth	-25	-31	38	587
English Learners				
Actual Growth	-32	-48	47	555

## Physical Fitness

In the spring of each year, John Muir High School is required by the state to administer a physical fitness test to all students in grade nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ). During the 2007-08 school year, 6.9% of the school's ninth grade students either met or exceeded state fitness standards.

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)																
	% Participation Rate						% Proficient or Advanced									
	Language				Mathematics				Language				Mathematics			
	School		District		School		District		School		District		School		District	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
<b>All Students</b>	Yes	100	Yes	99	Yes	100	Yes	99	Yes	55	Yes	44.0	Yes	61	Yes	46.9
<b>Subgroups</b>																
<b>African American</b>	*	100	Yes	98	*	100	Yes	99	*	48	Yes	40.2	*	48	Yes	37.0
<b>Asian</b>	*	100	Yes	100	*	100	Yes	100	*	**	Yes	75.8	*	**	Yes	82.2
<b>Filipino</b>	*	100	Yes	100	*	100	Yes	100	*	**	Yes	62.1	*	**	Yes	65.5
<b>Hispanic</b>	Yes	100	Yes	99	Yes	100	Yes	99	Yes	53	Yes	36.9	Yes	58	Yes	43.3
<b>Caucasian</b>	Yes	100	Yes	99	Yes	100	Yes	99	Yes	60	Yes	67.8	Yes	70	Yes	66.3
<b>Socioeconomically Disadvantaged</b>	Yes	100	Yes	99	Yes	100	Yes	99	Yes	56	Yes	36.2	Yes	58	Yes	42.1
<b>English Learners</b>	Yes	100	Yes	99	Yes	100	Yes	99	Yes	43	No	23.7	Yes	54	Yes	35.4
<b>Students with Disabilities</b>	Yes	100	Yes	97	Yes	100	Yes	97	*	7	No	22.4	*	26	No	25.7

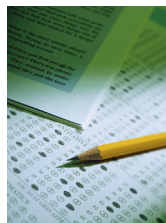
\* Not a numerically significant subgroup for this school

\*\* Due to the number of students tested, scores are not disclosed.

## Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2008-09)	-	-
# of Schools Currently in PI	-	8
% of Schools Identified for PI	-	20.51%



# California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all ninth through eleventh grade students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels:

- Advanced (exceeds state standards)
- Proficient (meets standards)
- Basic (approaching standards)
- Below Basic (below standards)
- Far Below Basic (well below standards)

The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Social Science, and tenth grade Science, for the most recent three-year period, is shown at right. Scores are not available for ninth grade Social Science. For results on course-specific tests in math and science, please visit <http://star.cde.ca.gov>.

California Standards Test (CST)															
Combined % of Students Scoring at Proficient and Advanced Levels															
	Language Arts						Social Science								
	9			10			11			10			11		
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08
<b>All Students</b>															
School	32	25	25	23	25	22	25	16	27	11	15	14	28	14	27
District	37	40	43	33	32	35	32	36	34	24	23	29	33	35	39
State	44	47	49	37	37	41	36	37	37	30	29	33	35	35	38
<b>Males</b>															
School	25	20	20	18	18	22	23	12	16	12	16	21	30	13	22
District	31	35	41	27	28	31	27	30	31	27	28	32	32	36	42
State	40	43	45	33	33	37	33	33	33	33	34	38	37	37	40
<b>Females</b>															
School	41	31	29	27	32	22	28	20	40	10	14	6	27	14	31
District	42	46	47	40	36	40	36	41	37	23	18	27	33	35	36
State	48	53	53	42	41	45	39	41	41	27	26	29	34	33	36
<b>Socioeconomically Disadvantaged</b>															
School	26	21	27	18	19	20	21	13	24	7	14	12	27	10	28
District	32	33	38	28	27	29	26	31	30	21	21	22	29	31	38
State	27	32	33	21	21	26	21	22	22	17	17	20	21	22	24
<b>African American</b>															
School	42	31	28	19	32	27	28	16	34	13	13	17	35	13	31
District	37	39	38	25	30	35	27	25	29	16	17	26	25	24	30
State	28	33	34	22	23	26	21	22	22	15	15	19	19	19	21
<b>Hispanic or Latino</b>															
School	22	20	21	24	15	18	18	14	18	5	12	10	19	12	20
District	29	33	38	29	25	29	25	31	28	20	19	24	27	32	35
State	28	32	34	21	23	27	21	23	22	17	18	21	21	22	25
<b>Caucasian</b>															
School	82	55	*	*	74	45	60	*	47	*	53	40	60	*	50
District	58	61	68	53	50	55	53	62	50	43	40	47	54	53	58
State	63	66	68	54	55	57	50	52	53	45	44	49	48	48	51
<b>Students with Disabilities</b>															
School	10	6	8	0	7	0	0	6	0	0	4	0	0	7	0
District	14	19	12	6	10	7	5	8	4	8	11	8	13	11	9
State	9	10	11	6	7	7	6	6	6	8	8	11	8	9	10
<b>English Learners</b>															
School	6	0	1	0	2	2	0	0	5	0	2	2	0	0	5
District	5	3	4	2	3	3	1	2	6	4	7	4	4	7	11
State	7	10	9	4	4	6	4	4	4	5	6	6	7	6	7

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Teacher Assignment

Pasadena Unified School District recruits and employs only the most qualified credentialed teachers available. During the 2007-08 school year, John Muir High School staffed 49 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	40	40	49	936
Without Full Credentials	16	16	15	90
Working Outside Subject	0	0	5	17

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year. For the 2008-09 school year, the most current available data are reported.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	2	6
Misassignments of Teachers (other)	0	1	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>3</b>	<b>6</b>
Vacant Teacher Positions	1	4	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	84.0%	16.0%
District	90.2%	9.8%
High-Poverty Schools in District	96.6%	3.4%
Low-Poverty Schools in District	0.0%	0.0%

## Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by members of the administration, who have been trained and certified to perform teacher evaluations.

Evaluations are based on the California Standards for the Teaching Profession, which include the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

## School Leadership

Leadership is a responsibility shared among district administration, the principals, instructional staff, students, and parents. During the 2007-08 school year, primary leadership duties at John Muir High School were assumed by Principal Gary Roggenstein. At the start of the 2008-09 school year, Ms. Sheryl Orange assumed the role of Interim Principal at the school.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals. Opportunities for involvement include the following:

- Safety Committee
- Instructional Leadership Team
- English Language Advisory Council (ELAC)
- Parent-Teacher-Student Association (PTSA)
- School Site Council
- Administrative Team
- SAIT Action Team

## Counseling & Support Staff

In addition to academics, the staff at John Muir High School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. Counselor to pupil ratio is 1: 324. The chart displays a list of support services that are offered to students at John Muir High School.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.5
Guidance/Academic Counselor	4	3.5
Health Clerk	1	1.0
Librarian	1	1.0
Nurse Assistant	1	0.5
Police Officer	2	2.0
Probation Officer	1	1.0
Psychologist	1	1.0
Resource Specialist Program (RSP) Teacher	3	3.0
Special Day Class (SDC) Teacher	3	3.0
Speech and Language Specialist	1	0.6
Teacher for Severely Handicapped (SHD)	3	3.0



A Gifted and Talented Education (GATE) program is available for those students who qualify. Students are identified through test results and teacher recommendations. GATE students receive differentiated instruction in class, on a variety of subjects.

The school provides a comprehensive special education program to students who have been identified as requiring additional academic assistance. Students with learning disabilities may be eligible for the school's Special Day Class. Classes are also available for students with severe emotional and/or physical handicaps. The Resource Specialist Program (RSP) is a pull-out program designed to help students who are struggling academically, particularly in the areas of reading and math.

John Muir High School assists students who are English Learners (EL) by providing specialized instruction in core curriculum subject areas. The EL program includes 90-minute block sessions and intensive training two days a week for all students. The goal of the EL program is graduate fully-capable, fully-fluent students who are ready to enter and prosper in our society.

### School Facilities

John Muir High was originally constructed in the 1920s and is currently comprised of 60 classrooms, a library, four computer labs, three staff rooms, an auditorium, 2 gyms, a swimming pool, a football stadium, and a counseling center. The most recent renovations to the campus occurred during the 2007-08 school year and included remodeling of the library. In addition to, the entire infrastructure has been updated to allow for a new data and phone system, and one building was eliminated to allow space for a Parent Center, which is in the process of being completed. The charts display the results of the most recent school facilities inspection.

### School Safety

The safety of students and staff is a primary concern of John Muir High School. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared among school security, teachers, and site administrators.

The School Site Safety plan is revised each fall by the Safety Committee, with any and all revisions shared immediately with the staff. The key elements of the School Site Safety Plan focus on disaster preparedness and the new evacuation area, which is located away from buildings and power lines. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Fire, disaster, and intruder drills are conducted monthly on a rotating schedule throughout the school year.

### Cleaning Process

John Muir High School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free.

The principal works daily with seven full-time custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

### Maintenance & Repair

A scheduled maintenance program is administered by John Muir High School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

School Facility Conditions				
Date of Last Inspection: 12/18/2008				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			Gym - no heat. Auditorium - no heat. Cafeteria - no heat.
Windows/Doors/Gates/Fences (Interior and Exterior)	X			N10 - Door delaminated. N12 - Door delaminated. Pool Equipment Room - door completely rusted, deteriorated.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)			X	Auditorium - 1 by 1 Glue Up Ceiling Tiles - delaminating from support backing and water damage, 1 by 1 Glue Up Acoustical Wall Tiles - delaminating from support backing and water damage. Cafeteria, Cafeteria Serving Area, Faculty Lunch Room, Cafeteria Office - rubberized flooring - worn out, material missing, posing tripping hazards, 1 by 1 Glue Up Ceiling Tiles - delaminating from support backing and water damage. N10, N11, N12, N13, N14, N15, N16, N17, N18, N20 - VCT Flooring - missing, popping, cracked and edges lifting, 2 by 4 T-Bar Ceiling System - heavy water damage panel and panels sagging. Gym Foyer # 1 and # 2, Coaches Office - VAT Flooring - missing material, popping, cracked and edges lifting. Girls Dance Room, Girls Weight Rm, Girls Gym, Boys Weight Rm, - 1 by 1 Glue Up Ceiling Tiles - delaminating from support backing and water damage, 1 by 1 Glue Up Acoustical Wall Tiles - delaminating from support backing and water damage. Gym Hallway # 1 - Pegboard Ceiling Cover - delaminating from support backing. Boys Shower Room - Plaster - water damage and paint peeling, concrete walls - missing material under window frames.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation	X			
Drinking Fountains (Inside and Outside)	X			
Restrooms	X			
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds			X	Auditorium, N 10 - Accessibility Ramps - non-skid material worn off, slipping hazard. Lunch Area, Bldg. A, Bike Rack Area, Alumni Quad, Auto Shop Paking Lot, Auto Shop West Walkway, Auto Shop South Walkway, Maintenance Yard, Maintenance Bldg North Drive/Walkway, Senior Glade Walkway, Pool Area Parking Lot, Gym East Play Area, Gym West Play Area, Bldg D/Faculty Parking Lot, N Faculty Driveway, North Circle Parking Lot, Stadium Entrance, Drive/Walkway East of Area Z - Asphalt, Walkway Around Area N - cracked, low spots, alligatored, heaving and missing creating tripping hazards; slip hazards from poor drainage. Pool Decking - Pool Decking - cracked, missing material. Senior Glade - Brick Seating - lifted, displaced tree roots, trip hazard.
Overall Cleanliness	X			

### Deferred Maintenance Budget

Pasadena Unified School District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes the following:

- Roofing
- Plumbing
- Heating
- Air Conditioning
- Electrical Systems
- Flooring
- Interior/Exterior Painting

For the 2008-09 school year, Pasadena Unified School District has budgeted \$1,478,625 for the deferred maintenance program, which represents 0.76% of the district's general fund budget. The district's governing board has approved a five-year deferred maintenance plan for all schools in the district that will result in asbestos abatement, classroom lighting, electrical upgrades, floor covering, HVAC, lead abatement, painting, paving, plumbing, roofing, underground tanks, and wall systems between 2006 and 2011.



### School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the state was for the 2006-07 school year.

For comparison purposes, the CDE has provided average salary data from unified school districts having above 5,000 average daily attendance statewide. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at district and state levels.

Average Teacher Salaries	
School & District	
School	\$54,323
District	\$58,083
Percentage of Variation	6.48%
School & State	
All Unified School Districts	\$63,458
Percentage of Variation	14.40%

### Teacher & Administrative Salaries

The chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed in the table.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$38,470	\$39,708
Mid-Range Teachers	\$59,470	\$63,805
Highest Teachers	\$72,170	\$82,081
Elementary School Principals	\$101,204	\$102,166
Middle School Principals	\$104,767	\$107,816
High School Principals	\$112,406	\$116,474
Superintendent	\$230,592	\$183,478
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.3%	40.6%
Administrative Salaries	4.3%	5.2%

## Expenditures & Services Funded

Based on 2006-07 audited financial statements, Pasadena Unified School District spent an average of \$8,409 to educate each student. The chart provides a comparison of John Muir High School's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,014
From Restricted Sources	\$352
From Unrestricted Sources	\$4,662
District	
From Unrestricted Sources	\$4,711
Percentage of Variation between School & District	1.04%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	12.04%

In addition to general state funding, Pasadena Unified School District received state and federal categorical funding for the following support programs:

- Peer Assistance & Review
- Economic Impact Aid (EIA)
- Tobacco Use Prevention Education (TUPE)
- Title I, Parts A & D - Basic & Delinquent Funds
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Limited English Proficient (LEP)
- Title IV, Safe and Drug Free Schools & Communities (SDFSC)
- Title V, Innovative Programs

## Data Sources

Data within the SARC was provided by Pasadena Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

