



PUSD

Pasadena Unified School District

351 South Hudson Avenue
Pasadena, California 91101

Phone: (626) 396-3600

www.pusd.us

DISTRICT MISSION STATEMENT

The Pasadena Unified School District's mission is to provide a caring, engaging, challenging educational experience for every student every day.

SUPERINTENDENT

Brian McDonald, Ed.D.

superintendent@pusd.us

BOARD OF EDUCATION

Elizabeth Pomeroy, President
District 5

pomeroy.elizabeth@pusd.us

Kimberly Kenne, Vice President
District 1

kenne.kimberly@pusd.us

Roy Boulghourjian, Clerk
District 2

boulghourjian.roy@pusd.us

Adrienne Ann Mullen, Member
District 3

mullen.adrienne@pusd.us

Patrick Cahalan, Member
District 4

cahalan.patrick@pusd.us

Larry Torres, Member
District 6

torres.larry@pusd.us

Scott Phelps, Member
District 7

phelps.scott@pusd.us

John Muir High School



1905 Lincoln Avenue • Pasadena, CA 91103

Phone: (626) 396-5600

CDS Code: 19-64881-1936103

Timothy Sippel, Principal

sippel.timothy@pusd.us

2014-2015 School Accountability Report Card

Published in the 2015-2016 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

Principal's Message

Welcome to John Muir High School, where for nearly 90 years, thousands of students have completed their education and gone on to make a tremendous difference in this city, in our nation, and in the world. Our Alumni Hall of Fame is full of individuals who have demonstrated the powerful impact a Muir graduate can make. Today's students represent a new generation of Mustangs who have the potential to exceed the accomplishments of all who have come before them.

We are absolutely committed to building on Muir's tradition of excellence as we prepare our students for the demands of the 21st Century. We are determined to equip them to think critically, communicate and collaborate effectively with others, and discover both their individual passions and the unique contributions they can make to improve the lives of those around them. As they do, they will also determine the next steps that would be best for them after high school. We believe that all students are capable of successfully completing a college degree and/or competitive postsecondary training. No matter what their next step might be, our goal is to prepare them to meet every challenge head-on.

The Linked Learning Academies at John Muir—Arts, Entertainment and Media, Business and Entrepreneurship, and Engineering and Environmental Science—are designed to do everything described above. In each one, students will be challenged with a rigorous, college preparatory academic curriculum. They will be engaged in developing competitive skills through a demanding sequence of technical courses in an industry that interests them. A team of teachers will support students, get to know them well, and relentlessly push them to achieve goals beyond what they previously thought themselves capable. They will establish relationships with classmates and adults that will endure for many years to come.

I am honored to serve as principal at John Muir High School and work with parents, members of the community, and our staff to help our students accomplish great things. If there is any way I can be of assistance to you or if there are ideas you have regarding ways to better prepare our students for the future, please do not hesitate to contact me.

School Mission Statement

John Muir High School is committed to providing a safe learning environment in which students will be academically prepared for the rigors of college and thrive in the careers of the 21st Century.

Community & School Profile (School Year 2015-16)

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 28 schools in the Pasadena Unified School District. With nearly 900 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.

School Enrollment (School Year 2014-15)

During the 2014-15 school year, John Muir High School served 919 students in grades nine through twelve. The charts display school enrollment broken down by grade and student group.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
9th	298	269	241
10th	273	250	258
11th	292	213	218
12th	249	257	202

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	27.9%
American Indian or Alaska Native	0.1%
Asian	0.2%
Filipino	0.9%
Hispanic or Latino	67.7%
Native Hawaiian or Pacific Islander	0.1%
White	2.3%
Two or More Races	0.8%
English Learners	13.3%
Socioeconomically Disadvantaged	85.3%
Students with Disabilities	1.5%
Foster Youth	4.1%

School Attendance (School Year 2014-15)

John Muir High School views student attendance as critical to academic success. Students must be present to benefit from the educational programs that have been designed for them.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences are fairly administered. Parents are advised of their responsibilities, including proper documentation to the school when students are absent. Student attendance is encouraged through phone calls and home contact made by the attendance clerk, teachers and support staff.

John Muir also implements an innovative "On Time and Safe" policy to encourage student punctuality. Students who arrive late to school in the morning are required to report to the auditorium, where their tardiness is recorded, and then staff escorts them to their classes. Similarly, students are escorted to the auditorium each period throughout the day if they do not arrive to class before the tardy bell rings. Students' tardiness is recorded and staff escorts them to their corresponding classes. The school also calls parents to inform them that the student arrived late to class. Implementation of this policy has greatly increased on-time behavior by students, reduced on-campus truancy, and has tremendously improved the overall climate at school.

In the event of habitual truancy, students and parents are mandated to attend a School Attendance Review Team Meeting, where campus support agencies and organizations work with the families of truant students to develop individual support plans to alleviate poor attendance and truanancies. Students are asked to sign attendance contracts that are monitored by Muir's attendance counselors and the agencies assigned to the individual students. Students who fail to make improvements may be referred to district's School Attendance Review Board (SARB).

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 Assignment

The district recruits and employs qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			District
	School			
	13-14	14-15	15-16	15-16
Fully Credentialed	45	49	49	615
Without Full Credentials	0	0	0	9
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	5

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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 semester or year.

	Misassignments/Vacancies		
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	2
Misassignments of Teachers (other)	0	2	0
Total Misassignments of Teachers	0	2	2
Vacant Teacher Positions	0	3	1

Highly Qualified Teachers (School Year 2014-15)

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”. Minimum qualifications include: possession of a Bachelor’s Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	88.8%	11.2%
High-Poverty Schools in District	87.0%	13.0%
Low-Poverty Schools in District	100.0%	0.0%

Textbooks & Instructional Materials (School Year 2015-16)

Pasadena Unified School District held a public hearing on October 30, 2015, and determined that each school within the district has sufficient and good quality textbooks, including instructional materials, texts for Visual and Performing Arts, Health, and Foreign Languages, and science lab equipment, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. 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 table displays information collected in November 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
9th-12th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
9th-12th	Mathematics	McDougal Littell	2008	Yes	0.0%
9th-12th	Reading/ Language Arts	Holt, Rinehart & Winston	2003	Yes	0.0%
9th-12th	Science	Holt, Rinehart & Winston	2007	Yes	0.0%
9th-12th	Science	McDougal Littell	2007	Yes	0.0%
9th-12th	Science	Prentice Hall	2007	Yes	0.0%
9th-12th	Social Science/ History	Holt, Rinehart & Winston	2006	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%

School Facilities (School Year 2015-16)

John Muir High was originally constructed in the 1920s and is currently comprised of 60 classrooms, a library, six computer labs, an auditorium, cafeteria, two gyms, a swimming pool, a football stadium, and a counseling center. Plans for new renovations funded by the district's Measure TT facilities bond have been approved the Division of the State Architect and construction is expected to begin in spring 2016. Renovations will include a complete modernization of the school auditorium, cafeteria, and small quad area. Renovations are also planned for an engineering/manufacturing lab and the Little Theater, which will be transformed into a functioning television studio.

The chart displays the results of the most recent school facilities inspection. Facilities information was collected in December 2015.

School Facility Conditions				
Date of Last Inspection: 11/19/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			D404- A/C vent cover damaged (work order submitted).
Interior		X		A174- Minor plaster damage in South wall. A115, E115, E509, E511, E513, D409, D464, E508, Boy's Locker Room- Small hole in wall. Gymnasium Lobby, Cafeteria- Missing ceiling tiles. Faculty Cafeteria, G223- Several stained ceiling tiles. A154, D454, A117- Small hole in ceiling. E515- Damaged ceiling tiles. Hallway near 5190- Holes in paneling. Boy's Gym Room 221- Floor tiles are missing. Girl's Gym Dance Room- Some wall tiles and ceiling tiles are missing. (Work orders submitted.)
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			A176- Cover plate missing on electrical outlet East wall. G223 Light fixture diffuser loose. G221, D413, D415, G104- Missing light fixture diffusers. Hallway near D401- Data cable hanging down in hallway. Boy's Locker Room, Girl's Gym Main Hallway- Light cover is missing. (Work orders submitted.)
Restrooms/Fountains	X			K Building Upstairs Boy's Restroom- Toilet Paper dispenser has fallen off. K613- Faucet loose on sink. K601- Sink faucet is not working. K563, K565, K567- Faucet is loose. Boy's Main Gym- Drinking fountain is pulling from wall. (Work orders submitted).
Safety (Fire Safety, Hazardous Materials)	X			Gymnasium Lobby- Glass missing from fire extinguisher cabinet and fire extinguisher missing. Auditorium- Smoke detector hanging from ceiling (Work orders submitted.)
Structural (Structural Damage, Roofs)	X			G223- Need siding on the both the south and north sides. (Work order submitted.)
External (Grounds, Windows, Doors, Gates, Fences)	X			G225- Minor damage to concrete steps. Library Front Door- Damage at door threshold. (Work orders submitted.)

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.

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils 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.

California Assessment of Student Performance and Progress (CAASPP)

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Students receive an overall score for each subject, ranging from 2,000 to 3,000. Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning. The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following table displays information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grade eleven.

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: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	43	36	44
Mathematics (Grades 3-8 and 11)	16	28	33

California Assessment of Student Performance and Progress - Grade 11

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	206	187	90.8	28	25	28	14	185	89.8	57	25	12	4
Male	206	100	48.5	40	22	23	9	97	47.1	63	22	11	4
Female	206	87	42.2	15	29	34	21	88	42.7	51	30	14	3
Black or African American	206	45	21.8	38	27	24	7	46	22.3	65	24	9	0
Asian	206	1	0.5	--	--	--	--	1	0.5	--	--	--	--
Filipino	206	1	0.5	--	--	--	--	1	0.5	--	--	--	--
Hispanic or Latino	206	136	66	26	26	30	15	134	65	57	25	13	4
White	206	3	1.5	--	--	--	--	2	1	--	--	--	--
Two or More Races	206	1	0.5	--	--	--	--	1	0.5	--	--	--	--
Socioeconomically Disadvantaged	206	161	78.2	30	26	29	12	160	77.7	60	26	11	2
English Learners	206	20	9.7	75	20	0	0	20	9.7	80	15	0	0
Students with Disabilities	206	33	16	76	9	0	0	31	15	90	6	0	0

California Standards Test (CST) - Science

The California Standards Test (CST), a component of the CAASPP Program, is administered to all 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), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in Science (for grades 5, 8, and 10), for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	25	29	21	50	52	49	59	60	56

California Standards Test Percentage of Students Meeting or Exceeding State Standards

Subgroups

Subject	Science
District	49
School	21
African American/Black	9
Hispanic or Latino	25
Males	27
Females	17
Socioeconomically Disadvantaged	20
Students with Disabilities	10

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

UC/CSU Course Completion

Students at John Muir 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
Students Enrolled in Courses Required for UC/CSU Admission (2014-15)	98.4%
Graduates Who Completed All Courses Required for UC/CSU Admission (2013-14)	39.5%

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

Workforce Preparation (School Year 2014-15)

John Muir High School's Linked Learning pathway academies (Business & Entrepreneurship, Engineering & Environmental Science, and Arts, Entertainment and Media) each prepare 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 intentionally builds career readiness through the Career Technical Education (CTE) classes and Work-Based Learning opportunities systematically offered in each of its academies. Partnerships have been formed throughout the community with the help of academy advisory board members, the district College & Career Pathways department, and the Pasadena Educational Foundation.

John Muir also runs a full-time College and Career Center that offers students technical assistance in researching colleges, financial aid and scholarships, and career exploration and training opportunities. Additional counseling support has been provided by the College & Career Pathways department through a grant from the James Irvine Foundation to extend the reach and deepen the impact of the College and Career Center and the strengthen overall career awareness and readiness of our students. The table lists the career preparation courses offered at the school.

CTE Programs				
Title of Career Preparation Course	Who offers the course	How do these classes support student achievement	How does the school address the needs of all students in career preparation	How are the courses evaluated for effectiveness
Graphic Design				Demonstrated Proficiency
Economics				Project-based learning, Demonstrate Proficiency, Advisory Board input, Students develop Business Plans
Film & Video Production	John Muir	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.	CTE programs include academic rigor and real world relevance. Courses aligned to CTE and Content standards, All students have the opportunity to develop a career goal	Project-based learning, Demonstrate Proficiency, Advisory Board input
Introduction to Engineering Design				
Business Ethics				
Principles of Finance				
Principles of Engineering				
Business Marketing				
Digital Electronics				
Aerospace Engineering				
Culinary Arts				

Career Technical Education Participation (School Year 2014-15)

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

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 participated in CTE programs?	690
What percentage of the school's pupils completed a CTE program and earned a high school diploma?	90%
What percentage of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100%

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, Mathematics, and Physical Education.

California High School Exit Examination (CAHSEE) Results for All Grade Ten Students (School Year 2014-15)

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 for All Grade Ten Students									
	2012-13			2013-14			2014-15		
	School	District	State	School	District	State	School	District	State
English	43	52	57	39	37	56	34	37	58
Mathematics	40	50	60	50	38	62	40	37	59

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	% Not Proficient	% Proficient	% Advanced	% Not Proficient	% Proficient	% Advanced
All Students District	51	22	27	50	31	19
All Students School	66	19	15	60	28	11
Male	65	20	15	60	28	13
Female	66	18	16	61	29	10
Black or African American	76	15	9	75	25	0
Hispanic or Latino	63	19	18	55	30	15
English Learners	97	0	3	90	10	0
Socioeconomically Disadvantaged	66	19	15	63	26	11
Students with Disabilities	96	2	2	93	5	2

Physical Fitness (School Year 2014-15)

In the spring of each year, John Muir High School is required by the state to administer a physical fitness test to all ninth grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. 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).

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	19.7%	21.2%	28.1%

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 school site.

Parent & Community Involvement (School Year 2015-16)

Parents are encouraged to participate on the Parent Teacher Student Association, English Learner Advisory Committee, School Site Council, and Athletics Boosters. Many members of the community and local businesses are active members of the advisory boards for each of our Linked Learning Academies.

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 school's Welcome Center at (626) 396-5600, ext. 82109 or visit the school's website at www.johnmuirhs.org. Tours of the campus are conducted on the each Friday morning at 8:30 a.m. Families are also encouraged to follow us on social media: www.facebook.com/JohnMuirHS and www.twitter.com/JohnMuirHS.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Completion of High School Graduation Requirements - Class of 2014

This table displays, by student group, the number of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption. *Data from the 2013-14 school year is the most recent data available from the CDE.*

Completion of High School Graduation Requirements			
	School	District	State
All Students	88.7%	78.2%	84.6%
African American/Black	93.2%	85.3%	76.0%
Filipino	100.0%	97.1%	96.5%
Hispanic or Latino	86.9%	74.3%	81.3%
White	100.0%	86.4%	89.9%
Two or More Races	75.0%	75.0%	82.8%
English Learners	61.9%	28.7%	50.8%
Socioeconomically Disadvantaged	89.2%	75.9%	81.4%
Students with Disabilities	65.6%	60.2%	61.3%

Dropout & Graduation Rates (Four-Year Cohort Rate)

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. Data from the 2014-15 school year was not available at the time of publication.

Graduation & Dropout Rates						
	Dropout			Graduation		
	11-12	12-13	13-14	11-12	12-13	13-14
School	11.7%	7.8%	10.2%	78.4%	86.4%	84.2%
District	13.2%	9.2%	11.1%	78.9%	82.8%	81.4%
State	13.1%	11.4%	11.5%	78.9%	80.4%	81.0%

Note: The National Center for Education Statistics graduation rate as reported in AYP is provided in the table.

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.

Discipline & Climate for Learning

John Muir High School has collectively developed a set of school-wide expectations for its students: Safe, On Time, Respectful and Responsible. 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.

The school has implementing various peer leadership programs to greatly improve 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 Behavior Support Team, 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 school-wide assemblies and individual student handbooks issued during registration.

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 levels of achievement. The school has high expectations for students to be prepared for college and career. 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 table displays the suspension and expulsion rates at the school, in the district, and throughout the state. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	17.6%	12.9%	13.5%	0.3%	0.0%	0.0%
District	6.8%	6.4%	4.9%	0.0%	0.0%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Extracurricular Activities

Students are encouraged to participate in the school's academic and extracurricular activities that are an integral part of the educational program. These school wide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Activities, programs, and clubs include the following:

- Associated Student Body
- Black Student Union
- The Blazer (Student Newspaper)
- Chorus
- Concert Band
- Dance Team
- Drama Club
- Drum Section
- Jazz Ensemble
- Generation Green
- Green Club
- Marching Band
- Mentoring & Partnership for Youth Development
- Muir Ranch
- Muir LEARNS

- Pep Squad
- Pep Band
- Puente Club
- Solar Cup Club
- Yearbook

John Muir High School is the alma mater for a multitude of athletic legends, including MLB Hall-of-Famer Jackie Robinson. Our interscholastic athletic department fields some of the strongest teams in the region, competitive against schools with much larger enrollment. The varsity football team won the 2012 and 2013 Pacific League championships after going undefeated in league competition. Each year multiple John Muir athletes move on to play sports at the collegiate level.

Sports teams include:

- Baseball
- Boys Basketball
- Boys Soccer
- Cross Country
- Football
- Girls Basketball
- Girls Soccer
- Girls' Volleyball
- Softball
- Swimming
- Track & Field

Safe School Plan (School Year 2015-16)

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, site administrators and on-campus support providers.

The School Site Council approves revisions to the Safe School Plan annually. The plan was most recently updated and reviewed with school staff in the fall of 2015. 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 shelter-in-place drills are conducted monthly on a rotating schedule throughout the school year.

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.

School Leadership

Principal Timothy Sippel took the helm in the summer of 2012 after having served as assistant principal at the school from 2007 to 2011. The school's Leadership Team includes assistant principals, academic department chairpersons, academy lead teachers, counselors, and other key staff. 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: English Language Advisory Council (ELAC), Safe and Supportive School Team, Instructional Leadership Team, Parent Teacher Student Association (PTSA), and School Site Council.

Professional Development

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

Class Size

The table indicates the average class size by subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	13	14	15	13	14	15	13	14	15			
By Subject Area												
English	20	20	21	38	33	30	28	31	27	13	7	3
Math	23	24	22	27	20	20	28	28	25	14	8	7
Science	25	27	24	14	8	12	15	15	8	15	13	9
Social Science	23	24	25	12	12	10	17	18	16	9	3	9

Advanced Placement Classes (School Year 2014-15)

Advanced Placement courses allow students to pass examinations in order to earn college credit. The school's Advanced Placement (AP) program includes college-level courses in Art History, Biology, Calculus AB, English Language & Composition, English Literature & Composition, Physics, Spanish Language & Culture, Studio Art, United States History, and World History. Juniors and seniors achieving a score of three, four, or five on the College Board AP exams qualify for college credit at most of the nation's colleges.

Pasadena City College has begun offering a number of dual-enrollment and concurrent enrollment courses on the campus of John Muir High School, expanding the opportunities for our students to take college-level classes.

Juniors and seniors achieving a score of three, four, or five on the College Board AP exams qualify for college credit at most of the nation's colleges.

Advanced Placement Classes	
	# of Courses
Art	3
English	2
Foreign Language	1
Mathematics	1
Science	2
Social Science	2
Totals	8
Percent of Students in AP Courses	0.5%

Counseling & Support Staff (School Year 2014-15)

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.

The school psychologist and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. Student services include D'Veal Youth and Family Counseling Services, Young and Healthy and a host of mentoring and student support organizations dedicated to the academic and social emotional well-being of Muir students.

The academic counselor-to-pupil ratio is 1:368. The chart displays a list of support services that are offered to students at John Muir High School. *Note: 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.*

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.

John Muir High School assists students who are English Learners (EL) by providing specialized academic instruction in English (SDAIE) in all core curriculum subject areas. The program also provides English Language Development (ELD) courses appropriate to the students' language development levels. Classes use research-based English curriculum approved by the district's Language Assessment and Development Department. The goal of the EL program is to graduate fully capable and fluent students who are ready to enter and prosper in our society.

The school provides a comprehensive special education program to students who have been identified as requiring additional academic assistance. Students with specific learning disabilities may receive Specialized Academic Instruction (SAI) in one or more subjects, based upon determination of each student's Individualized Educational Plan (IEP) team. In some cases an educational specialist provides SAI by co-teaching a course in the general education setting. Specialized instruction and designated services are also available for students with emotional disabilities, physical challenges, and other disabilities. Our Academic Assistance elective courses offer support to students with disabilities who take the majority of their subjects in the general education environment. These programs are designed to help students who are struggling academically, particularly in the area of reading, writing, and math.

Counseling & Support Services Staff

	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.5
Guidance/Academic Counselor	3	2.5
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	5	5.0
Speech and Language Specialist	1	0.6
Teacher for Severely Handicapped (SHD)	2	2.0
Truancy Counselor (CWA)	2	0.5

Adequate Yearly Progress (School Year 2014-15)

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 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.
- Graduation rate.

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 transportation to the new site. Results of school, District, and State performance are displayed in the chart. More information about Title I and NCLB requirements can be found on the California Department of Education's website <http://www.cde.ca.gov/ta/ac/ay/> and the U.S. Department of Education's website <http://www.nclb.gov>.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	No	No	No	No	Yes	Yes
Participation Rate	No	No	No	No	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	N/A		Yes		Yes	
Met Graduation Rate	Yes		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

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 (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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs

	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2011-2012
Year in PI (2015-16)	-	Year 3
# of Title I Schools Currently In PI	-	20
% of Title I Schools Currently In PI	-	90.9%

Additional Internet Access/Public Libraries

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

Expenditures & Services Funded (Fiscal Year 2013-14)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2013-14 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,789
From Supplemental/Restricted Sources	\$2,449
From Basic/Unrestricted Sources	\$6,340
District	
From Basic/Unrestricted Sources	\$4,991
Percentage of Variation between School & District	27.0%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	18.5%

School Site Teacher Salaries (Fiscal Year 2013-14)

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$63,820
District	\$70,542
Percentage of Variation	-9.5%
School & State	
All Unified School Districts	\$71,529
Percentage of Variation	-10.8%

Teacher & Administrative Salaries (School Year 2013-14)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$41,415	\$43,062
Mid-Range Teachers	\$60,566	\$67,927
Highest Teachers	\$85,450	\$87,811
Elementary School Principals	\$108,937	\$110,136
Middle School Principals	\$109,039	\$115,946
High School Principals	\$115,962	\$124,865
Superintendent	\$247,200	\$211,869
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	39.0%
Administrative Salaries	6.0%	5.0%

District Revenue Sources (Fiscal Year 2014-15)

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

- Title I, Parts A & D - Basic & Delinquent Funds
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Limited English Proficient (LEP)

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, the county, and the state. 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).