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Pasadena Unified School District

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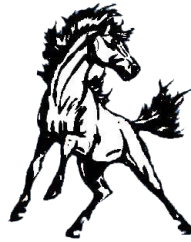
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**DISTRICT MISSION STATEMENT**

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

*\* Data in this report are reflective of the 2011-12 school year unless otherwise noted.*

# John Muir High School



*Timothy Sippel*, Principal  
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**2011-2012 School Accountability Report Card**

*Published in the 2012-2013 School Year*

**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 explore the amazing world in which we live, ask and find answers to difficult questions, communicate and collaborate effectively with others, and discover 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 pathways (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. Students will be supported by a team of teachers and staff that will get to know them well and relentlessly push and support 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 be principal at John Muir High School and eager to work with parents, members of the community, and our staff to help our students accomplish great things over the next year. 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.

**Community & 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 2011-12 school year, the school served 1,070 students in grades nine through twelve. The chart displays student enrollment broken down by ethnicity.

**Student Enrollment by Ethnic Group**

2011-12	
	Percentage
African American	29.5%
American Indian	0.2%
Asian	0.2%
Filipino	1.2%
Hispanic or Latino	65.4%
White	2.0%
Two or More	1.4%
None Reported	0.1%

With nearly 1,100 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.

## 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 developed Link Crew and Peer Leaders Uniting Students (PLUS) program 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 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 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 Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	09-10	10-11	11-12	09-10	10-11	11-12
Suspensions	319	273	162	2376	3094	1768
Suspension Rate	27.6%	24.8%	15.1%	11.8%	15.6%	8.9%
Expulsions	0	0	2	10	9	6
Expulsion Rate	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%

## 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
- Blazer (Newspaper)
- Drama Club
- JROTC
- Muir Ranch
- Mustangs on the Move
- Robotics Club
- Yearbook
- AVID
- Black Student Union
- Green Club
- MESA
- Muir TV
- Puente Club
- Solar Boat Club
- "Z" Club

Our interscholastic athletic department fields some of the strongest teams in the region, competitive against schools with much larger enrollment. In 2012, senior Kevon Seymour was named Army All-American Athlete of the Year and was admitted to play NCAA Division I football at the University of Southern California. Many students obtain athletic scholarships each year.

Sports teams include:

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

## 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 and are recognized at the Awards Ceremony for the number of semesters that they have remained on the high achievement roster. Students are encouraged to apply for a variety of scholarships including awards from the California Scholarship Federation and the coveted Gates Millennium Scholarship. Muir boasted its fifth Gates Millennium winner this past year.

## School Attendance

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. Muir has a part-time attendance counselor and advocate, responsible for identification, intervention and recovery of students who are habitually truant or "at risk" of dropping out of school. Muir is also implementing a Safe and Supportive School grant to improve attendance and promote an overall positive school climate.

Student attendance is encouraged through phone calls and home contact made by the attendance clerk, teachers and support staff. Students are recognized monthly for perfect and improved attendance and are awarded incentives and certificates of appreciation for perfect and near-perfect attendance.

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 truantries. 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).

## Class Size

The Class Size Distribution table illustrates the average class size by subject. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
10	11	12	10	11	12	10	11	12	10	11	12	
	By Subject Area											
English	19	26	18	49	17	40	27	28	36	1	16	1
Math	20	29	20	36	8	28	21	20	32	-	20	3
Science	23	29	21	16	8	27	27	8	19	1	21	8
Social Science	21	24	23	18	12	28	15	15	45	4	4	11

## Instructional Minutes & Minimum Days

In the 2011-12 school year, some grades did not meet the daily instructional minute requirements specified in the California Education Code because the district's school year ran 178 days instead of 180 days. The State allowed the shortage of minutes. The district also provided two minimum days for Back-to-School Night and Open House.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
9th-12th	64,800	64,742

## Teacher Assignment

Pasadena Unified School District recruits and employs only the most qualified credentialed teachers available who meet all credential requirements in accordance with State of California guidelines.

Teacher Credential Status	School			District
	09-10	10-11	11-12	11-12
Fully Credentialed	46	40	43	761
Without Full Credentials	0	2	0	0
Working Outside Subject	1	2	0	4

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 semester or year.

Misassignments/Vacancies	10-11	11-12	12-13
	Misassignments of Teachers of English Learners	3	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>3</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	1	0	0

## Highly Qualified Teachers (School Year 2011-12)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "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.

NCLB Compliant Teachers	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
	School	100.0%
District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	100.0%	0.0%

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/ta/tp/>

## Counseling & Support Staff (School Year 2011-12)

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. 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 1:440. 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	3	2.5
Health Clerk	1	1.0
Librarian	1	1.0
Nurse Assistant	1	0.5
Ú [j&AÁU-, &A!	2	2.0
Ú; [áæá [ ]ÁU-, &A!	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

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 a Special Day Class (SDC). Classes are also available for students with severe emotional and/or physical challenges. Our Academic Assist courses offer support to students participating in the Resource Specialist Program (RSP) and/or SDC Program. These programs are designed to help students who are struggling academically, particularly in the area of reading, writing, and math.

Muir's Academic Assist program helps students to organize, set goals, complete core course assignments and to monitor student progress in general education classes.

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 each week for all students. The goal of the EL program is to graduate fully-capable, fully-fluent students who are ready to enter and prosper in our society.

## Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. The school also supports on-site professional development and collaboration among teachers through banked-time sessions on Mondays and common preparation periods scheduled during the week.

Professional development focus areas included: Explicit Direct Instruction (EDI), Project-Based Learning, and ongoing collaboration for teachers in both Academy and Core Subject Departments. Many Muir teachers also participated in district-wide professional development initiatives, including Curriculum Revision Workshop, Linked Learning, and Response to Intervention.

In the 2009-10 school year, the district offered two development days, and in the 2010-11 and 2011-12 school years, the district offered no staff development days. During these sessions, 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 take advantage of the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

## Curriculum Improvement

All curriculum development at John Muir High School revolves around the California Content Standards and Frameworks, and is currently being adapted to prepare for the shift to the Common Core State Standards. Each subject department strives to make learning meaningful to students and our Linked Learning pathways endeavor to connect student learning to the world outside of school. Muir also continues to develop intervention support structures for Reading, Writing, Algebra, CAHSEE passage, and Advanced Placement success.

## Textbooks & Instructional Materials (School Year 2012-13)

Pasadena Unified School District held a public hearing on October 16, 2012, 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 *Ysleta Independent School District v. State of Texas*.

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 February 2013 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	GiZÜWJYbh	% 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%

## 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.

## Computer Resources

Computer skills and concepts integrated throughout the curriculum prepare students for technological growth and opportunities in each of Muir's academies. The school has 10 computer labs dedicated to Career Technical Education for one of its three Linked Learning pathways and two computer labs for school-wide use. These labs each have 30 workstations with software programs to develop writing and technological skills, mathematical proficiency, and research abilities. Generally, all classrooms are equipped with at least two computers with Internet access. Many of our math classrooms utilize SmartBoard technology to enhance instruction. Two classrooms in each academy are designated as technology learning and support environments for the specific skills and knowledge required for each career pathway. There are over 400 computers on the John Muir campus.

## 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.

### California Standards Test

The California Standards Test (CST), a component of the STAR 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 English/Language Arts, Mathematics, Social Science, and Science, 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 STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at [www.cde.ca.gov/ta/tg/ta/ta.asp](http://www.cde.ca.gov/ta/tg/ta/ta.asp).

California Standards Test (CST)									
Subject	School			District			State		
	2010	2011	2012	2010	2011	2012	2010	2011	2012
English/Language Arts	27	31	28	49	50	51	52	54	56
Mathematics	9	14	11	44	45	45	48	50	51
Science	18	26	28	45	48	51	54	57	60
History/Social Science	26	24	25	39	39	39	44	48	49

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	51	45	51	39
School	28	11	28	25
African American/ Black	26	9	15	17
Hispanic or Latino	27	10	31	27
White	59	19	*	38
Males	25	10	33	28
Females	32	11	24	22
Socioeconomically Disadvantaged	27	10	27	24
English Learners	*	*	3	6
Students with Disabilities	17	17	23	9

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

### California Modified Assessment (CMA)

The California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in ELA for grades three through eleven; Mathematics for grades three through seven, Algebra I, and Geometry; and Science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

### California Alternate Performance Assessment (CAPA)

The California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes ELA and Mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

## Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800.

Statewide and similar schools API ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state.

The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2012 Growth API at the school, district, and state level.

API School Results			
	2009	2010	2011
Statewide	2	1	2
Similar Schools	7	7	7
Group	09-10	10-11	11-12
All Students at the School			
Actual API Change	16	19	-7
Black or African American			
Actual API Change	15	-19	4
Hispanic or Latino			
Actual API Change	20	36	-18
Socioeconomically Disadvantaged			
Actual API Change	1	28	-7
English Learners			
Actual API Change	19	34	-32
Students with Disabilities			
Actual API Change	7	-33	46

2012 Growth API Comparison						
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	737	639	13,127	761	4,664,264	788
Black or African American	207	613	2,087	711	313,201	710
Hispanic or Latino	496	641	8,065	735	2,425,230	740
White	13	747	1,795	870	1,221,860	853
Two or More Races	12	752	397	867	88,428	849
Socioeconomically Disadvantaged	632	630	9,393	724	2,779,680	737
English Learners	291	581	4,513	685	1,530,297	716
Students with Disabilities	107	448	1,719	579	530,935	607

## Adequate Yearly Progress (School Year 2011-12)

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)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	No	No	No	No
API School Results	No		Yes	
Graduation Rate	No		No	

## Federal Intervention Program (School Year 2012-13)

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.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: [@cc\]kbb, , É&â^É&æÉ \\* \[çbçæbæ&ðæ ~ðcâ^c^! {i}^Éæ• \]](#).

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	In PI
First Year in PI	-	2011-2012
Year in PI (2012-13)	-	Year 2
# of Schools Currently in PI	-	17
ÄÄ [-ÄÜ&@ [ [!•ÄÜâ^}cä, ^âÄ- [!ÄÜÜ	-	51.52%

## Physical Fitness (School Year 2011-12)

In the spring of each year, 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			
2011-12			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	21.8%	23.5%	18.5%

## 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 for All Grade Ten Students									
	2009-10			2010-11			2011-12		
	School	District	State	School	District	State	School	District	State
English	29.0	48.0	54.0	45.0	56.0	59.0	35.0	49.0	56.0
Mathematics	30.0	45.0	54.0	40.0	51.0	56.0	39.0	49.0	58.0

CAHSEE By Student Group for All Grade Ten Students						
	English			Mathematics		
	Not Ú! [ , &i^}c	Ú! [ , &i^}c	Éâçæ}&^â	Not Ú! [ , &i^}c	Ú! [ , &i^}c	Éâçæ}&^â
CE  ÄÜc~ ä^}c•Ä Öi•c!â&&c	51.0	24.0	25.0	51.0	34.0	15.0
CE  ÄÜc~ ä^}c•Ä Ü&@ [ [ [ [	65.0	24.0	11.0	61.0	34.0	6.0
Tæ ^	69.0	21.0	11.0	60.0	36.0	4.0
Ø^ {æ ^	61.0	28.0	11.0	60.0	36.0	4.0
É-!i&æ}KÉ { ^!i&æ}	68.0	23.0	9.0	77.0	22.0	1.0
Pi•]æ}i&Ä [ !ÄŠæcä} [	66.0	23.0	11.0	57.0	38.0	6.0
Ò) *!i•@ÄŠ^æ!} ^!•	100.0	-	-	93.0	7.0	-
Ú [ &i [ ^& [ [ { i&æ}~Ä Öi•æâçæ}cæ*^â	68.0	22.0	10.0	61.0	33.0	6.0
Üc~ ä^}c•Ä, æ@Ä Öi•æâ!çc!•	92.0	8.0	-	94.0	6.0	-

## 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. Data for the 2011-12 school year was not available at the time of publication.

Graduation & Dropout Rates			
	08-09	09-10	10-11
Dropout Rate	6.10%	19.20%	15.60%
Graduation Rate	74.13%	75.28%	76.62%

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## Completion of High School Graduation Requirements - Class 2012

In addition to fulfilling district graduation requirements, students in California public schools must pass both the English/Language Arts and Math portions of the California High School Exit Examination (CAHSEE) to receive a high school diploma. For students who began the 2011-12 school year in the 12th grade, the table 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.

### Completion of High School Graduation Requirements

	School	District	State
All Students	83.4%	82.2%	*
Socioeconomically Disadvantaged	83.6%	82.7%	*
African American/Black	83.1%	83.8%	*
Asian	100.0%	100.0%	*
Filipino	100.0%	85.3%	*
Hispanic or Latino	81.8%	79.5%	*
White	100.0%	89.3%	*
English Learners	44.0%	44.0%	*
Students with Disabilities	64.1%	67.9%	*
Two or More Races	100.0%	79.7%	*

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

## Admission Requirements for California's Public Universities

### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information Web page at [www.admission.ucop.edu](http://www.admission.ucop.edu).

### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at [www.csucal.edu](http://www.csucal.edu).

## Advanced Placement Classes (School Year 2011-12)

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.

### Advanced Placement Classes

	# of Courses
Fine and Performing Arts	1
English	3
Foreign Language	2
Mathematics	1
Science	1
Social Science	2
Totals	10
Percent of Students in AP Courses	2.8%

## 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
Student Enrolled in Courses Required for UC/CSU Admission (2011-12)	56.3%
Graduates Who Completed All Courses Required for UC/CSU Admission (2010-11)	49.5%

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

## Career Technical Education Participation (School Year 2011-12)

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 participate in CTE?	1,297
What percent of the school's pupils complete a CTE program and earn a high school diploma?	97.0
What percent of the school's CTE courses are sequenced or articulated between the school and institutions of post secondary education?	100.0

## Workforce Preparation

John Muir High School's Linked Learning pathways 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 Regional Occupational Program (ROP) funded Career Technical Education classes and Work-Based Learning opportunities systematically offered in each of its Linked Learning pathway academies.

The Business and Entrepreneurship, Engineering and Environmental Science and the Arts, Entertainment and Media Academies provide skills training in those respective areas.



Partnerships have been formed throughout the community with the help of its academy advisory boards and support ongoing coaching, mentorships, and work-based experiences for John Muir students.

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. Rosa Valdez is the primary contact for Pasadena Unified School District's Career Technical Education (CTE) Committee. 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	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	Demonstrated Ú: [ , &î^ } & " " Æàç [ : ^ Á
Film & Video Production				
Introduction to Engineering Design				
Economics				
Business Ethics				
Principles of Finance				
Principles of Engineering				
Business Marketing				
Digital Electronics				

### Safe School Plan

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 2012. 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.

### 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, two 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, 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 chart on page 10 displays the results of the most recent school facilities inspection.

### 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.

### The State School Deferred Maintenance Program 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 roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Pasadena Unified School District did not participate in the deferred maintenance program for the 2012-13 school year.

School Facility Conditions

Date of Last Inspection: 10/22/2012

Overall Summary of School Facility Conditions: Good

Items Inspected	Facility Component System Status			8YUWJYbWm' /' FY a YXJU' 5Wh cbg' HU_Yb' cf'D'UbbYX
	Good	:UJf	Dccf	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Classroom D404 - A/C vent cover damaged. Work Order Submitted. Restroom next to D413 - Missing plumbing clean-out cover. Work order Submitted.
Interior			X	Cafeteria - Some ceiling tiles are stained or missing. Cafeteria Storage Room East Side - Some peeling paint, missing ceiling tiles. Teacher's Lounge - Missing ceiling tiles. Classroom A159 - Minor drywall damage. Classroom A109 - West wall has minor water damage. Bungalow G223 - Stained & Aija} * hci^eio~ } * æ [ , hÖGGÉÉÁ T à••è } * Á' [ [ hci^eEP [ \^h}Á , æ  Á} ^^Á•Á} æ&@è } * ÉÁ Classroom D401 - Small holes in wall above door. Hallway Near Classroom ÖI € í ÁÉÁPæ } á:æj Á [ } hÖæ•ckœæi •há•Á [ [ •^ÉÁÖ æ•• [ [ { ÖI FFÁÉSì * @ck , æ~ ' \^Á diffuser missing. Restroom Next to D413 - Mirror is scratched up. Classroom D418, Classroom D454, Classroom A117 - Small hole in ceiling. Classroom D464, Classroom E508 - Small hole in wall. Classroom G104 - Some ceiling tiles are falling down and missing. Library Room 108 - Minor drywall damage to wall near counter. Classroom E509, Classroom E505, Hallway Near Classroom 519 - Minor drywall damage by door handle. Hallway Near Classroom E516 - Minor drywall damage by door handle. Hallway Near Classroom 519 - Holes in paneling. Boy's Gym Room 221 - Some ceiling c  \^hæ } áÁ' [ [ hci^e^hæ! \^Á { à••è } * ÉÁP [ \^h}Á , æ ÉÁ T [ áá ) * há•Á { à••è } * ÉÁÖ [ ~ •ÁŠ [ \^ÁÁ Room - Small holes in wall. Girl's Gym - Small holes in wall. Missing ceiling tiles. Girl's Locker Room - Minor holes in wall. Girl's Gym Dance Room - Some wall tiles and ceiling tiles are missing. Girl's Gym T308 - Minor plaster damage around light switch. Girl's Gym T310 - Some ceiling tiles are missing. Work orders submitted.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Hallway - Few ceiling tiles are stained. Work order submitted.
Electrical			X	Cafeteria - Ceiling access panel cover is missing. Cafeteria Storage Room East Side - Fire alarm horn coming off on west wall. Classroom A105 - ÖI \^c í&á , æ  Á • [ & \^c  [ [ •^ÉÁÖ~ } * æ [ , hÖGGHÉÁSì * @ck , æ~ ' \^Ááæ~ •^ÁÁ [ [ •^ÉÁ Ö~ } * æ [ , hÖGGFÁÉV , [ Á { à••è } * Áæ } áÁ [ [ •^Áá } * @ck , æ~ ' \^Ááæ~ •^ÁÉÁÖæ•ckÖ } ckæ } & \^Á D405 - Fire alarm horn pulled from wall. Hallway Near D401 - Data cable hanging down in hallway. Classroom D401 Store Room - Electrical cover plate hanging down. Hallway Near Classroom D405 - Emergency light is broken off. Classroom D410 - Electrical cover plate is missing from ceiling. Classroom D411 - Ceiling access cover is missing. Classroom D415 - Light , æ~ ' \^Ááæ~ •^ÁÁ { à••è } * ÉÁÖ æ•• [ [ { ÁŠ í í FÁÉÖ: [ \^Á}Áæ } áð [ íÁ { à••è } * Á \^Á&c í&æj Á [ ~ c  \^ck& [ c^ \^Á ] } æc^ÉÁÖ æ•• [ [ { ÁÖFÉ í ÁÉÁSì * @ck , æ~ ' \^Ááæ~ •^ÁÁ { à••è } * ÉÁ Ö æ•• [ [ { ÁŠ í í FÁÉÖ  \^Á&c í&æj Á [ ~ c  \^ck& [ c^ \^Á ] ~ c^ áá \^Á& æ•• [ [ [ { há•Á { à••è } * ÉÁ Ö æ•• [ [ { ÁŠ í í JÁÉÁÖ  \^Á&c í&æj Á [ ~ c  \^ck& [ c^ \^Á ] ~ c^ áá \^Á& æ•• [ [ [ { há•Á { à••è } * ÉÁŠÁ Building Upstairs Boy's Restroom - Electrical cover is broken off. Classroom E510 - Data wires hanging from ceiling. Classroom E522, Boy's Main Gym - Electrical outlet cover is missing. Classroom A110 - Electrical track pulled away from the wall. Boy's Locker Room - Light cover is missing. Girl's Gym Main Hallway - Light covers are missing. Work orders submitted.
Restrooms/Fountains	X			SíÖ ~ á áá } * ÁW } •cæi •ÁÖ [ ~ ñ•ÁÜ \^c  [ [ { ÁÉAV [ á  \^c  } æ } \^Ááá• ] \^ } •^ÁÁ&æ•Á-æ  Á} \^Á [ --ÉÁ Work Order Submitted. Hallway Outside D415 - Drinking fountain is leaking. Pæ   , æ~ ' \^Á} æ: hÖ æ•• [ [ { ÁŠ í í FÁÉÖ æ•• [ [ { ÁŠ í í ÉÁÖ æ•• [ [ { ÁŠ í í FÁÉÁÖæ~ & \^Ác  áÁ } [ [ •^ÁÉÁÖ æ•• [ [ { ÁŠ í í FÁÉÁÜ} \^Á-æ~ & \^Ác é•Á } [ ck , í \^Á } * ÉÁÖ æ•• [ [ [ { ÁŠ í í HÉÁ Copper pipe pulled from wall and faucet is loose. Boy's Main Gym - Drinking fountain is pulling from wall. Girl's Gym T306 - Sink faucet is dripping. Work orders submitted.
Safety (Fire Safety, Hazardous Materials)	X			Öí   \^ÁÁÖ ^ { ÁÉÁÖ æ••há•Á { à••è } * Á-! [ [ Á , \^ÁÁ@ [ •^Á&æéá } \^cÉÁ Y [ \^Á   \^Áá \^Á ~ á { äcc^áÉÉ
Structural (Structural Damage, Roofs)	X			Bungalow G223 - Need siding on both the north and south sides. Bungalow G222 - Loose handrail on stairs to building. Work orders submitted.
External (Grounds, Windows, Doors, Gates, Fences)	X			Classroom G225 - Minor damage to concrete steps. Work Order Submitted. Cafeteria South Side - Paint on window is peeling. Window molding is broken. Bungalow G220 - Missing lock strike plate on door. Hallway Outside D415 - East door lock is missing screws. Classroom D410 - Door handle is loose. D Building Main Entrance - West door handrail is missing bolts. Library Front Door - Damage at door threshold. Classroom A115 - Lock is loose. Work orders submitted.

## 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, safe and supportive school coordinator, 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 the following: Administrative Team, African American Parent Council (AAPC), English Language Advisory Council (ELAC), GATE and AP Committee, Instructional Leadership Team, Parent Teacher Student Association (PTSA), Safety Committee, School Site Council, and WASC Action Team.

## Parent & Community Involvement

Parents are encouraged to participate on the Parent Teacher Student Association, English Learner Advisory Committee, School Site Council, African American Parent Council, and Athletics Boosters. 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 school's Welcome Center at (626) 396-5600, or visit the district website at [www.jmhsd.net](http://www.jmhsd.net). Tours of the campus are conducted on the each Friday morning at 8:15 a.m.

## District Revenue Sources (Fiscal Year 2011-12)

In addition to general state funding, Pasadena Unified School District received state and federal categorical funding for the following support programs: Economic Impact Aid (EIA), Peer Assistance & Review, 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, and Tobacco Use Prevention Education (TUPE).

## Expenditures & Services Funded (Fiscal Year 2010-11)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2010-11 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.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$6,770
From Supplemental/Restricted Sources	\$2,030
From Basic/Unrestricted Sources	\$4,741
District	
From Basic/Unrestricted Sources	\$3,973
Percentage of Variation between School & District	19.32%
State	
From Basic/Unrestricted Sources	\$5,455
Percentage of Variation between School & State	-13.09%

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/ed/ea/ep/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ed/ea/ba/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.eddata.org/>.

## Teacher & Administrative Salaries (Fiscal Year 2010-11)

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		
2010-11		
	District	State
Beginning Teachers	\$39,120	\$40,932
Mid-Range Teachers	\$60,480	\$65,424
Highest Teachers	\$80,729	\$84,596
Elementary School Principals	\$103,554	\$106,806
Middle School Principals	\$105,864	\$111,776
High School Principals	\$113,442	\$120,858
Superintendent	\$238,600	\$204,089
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.6%	39.4%
Administrative Salaries	5.7%	5.0%

## School Site Teacher Salaries (Fiscal Year 2010-11)

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	\$52,268
District	\$65,714
Percentage of Variation	-20.47%
School & State	
Average Teacher Salary	\$68,488
Percentage of Variation	-23.69%

## Data Sources

Data within the SARC was provided by Pasadena Unified School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website. 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. Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.