

Thurgood Marshall Secondary
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School
Year
California Department of Education

Address:	990 North Allen Ave. Pasadena, CA , 91104-4025	Principal:	Lori Touloumian, Principal
Phone:	(626) 396-5810	Grade Span:	6-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the 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 website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <https://www2.calstate.edu/>.

About This School

Lori Touloumian, Principal

📍 Principal, Thurgood Marshall Secondary

About Our School



Mrs. Lori Touloumian is the Principal of Thurgood Marshall Secondary School. This is her 25th year as a Pasadena Unified School District Educator, her 14th year in educational leadership, and her third year as the proud Principal of Marshall.

Mrs. Touloumian's leadership experiences include her six years as Principal of Eliot Arts Magnet Academy, where she, along with her school team, revitalized the campus's visual and performing arts program and built strong community partnerships. In 2018, she was awarded PUSD Principal of the Year, recognizing her accomplishments at Eliot Arts. Her prior experiences include being the PUSD Magnet Coordinator, where she oversaw a \$7.9 million Federal Grant to transform four PUSD schools: Eliot Middle, Washington Middle, Washington Elementary, and Jackson Elementary into magnet schools. Her educational career began at Pasadena High School as an English Teacher. She also assumed multiple leadership roles, such as English Department Chair, Yearbook Advisor, Armenian Club Advisor, and WASC Chair. In 2010, she became Assistant Principal over activities, discipline, and student services, where she served for three years.

Her educational background includes a Bachelor of Arts in English, an Administrative Services Credential from California State Polytechnic University, Pomona, and a Master of Education from Loyola Marymount University.

In her first year as Thurgood Marshall's Principal, Mrs. Touloumian introduced the Summer "SOAR Program": Specialized Opportunities for Academic Resilience. This is a summer bridge program for Marshall students, led by Marshall Admin, and taught by Marshall teachers. This program offers students an opportunity to build foundational skills, make meaningful connections with staff and peers, and build the community. Also, in her first year at Marshall, she along with her school team, welcomed students back to in-person school, after the COVID-19 school closure, she secured a \$5,000 PEF Grant to implement yoga wellness units for students in

PE, and celebrated with the Girls Varsity Soccer Team, as the CIF Southern Section Division 5 Champions. In her second year, she and her school team are celebrating a 6 Year Accreditation from the Western Association of Schools and Colleges (WASC). She also brought additional services to Marshall, such as Response to Intervention.

Mrs. Touloumian also serves in additional roles within the Pasadena Unified School District. She has been a member of the district's Negotiations team for nearly a decade and has served on the board of the Association for Pasadena School Administrators (APSA) for seven years. In her role on APSA, she co-founded the Women's History Assembly, which she brought to Thurgood Marshall, expanding the event from middle school to high school, including students in 6 - 12 grade, from all PUSD Secondary Schools. She and PUSD Board Trustee Jennifer Hall Lee just completed their 6th Annual Women's History Assembly which featured keynote speakers Dolores Huerta and Byllee Avery. The event has received national praise and included Secretary Hillary Rodham Clinton as a keynote at the 5th Annual event.

Mrs. Touloumian is honored to lead the many talented teachers, staff, and students at Marshall. Her goal is to continue building a supportive climate and culture that is beneficial to teaching and learning.

Contact

Thurgood Marshall Secondary
990 North Allen Ave.
Pasadena, CA 91104-4025

Phone: [\(626\) 396-5810](tel:6263965810)

Email: touloumian.lori@pusd.us

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Blanco, Elizabeth
Email Address	blanco.elizabeth@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2025–26)

School Name	Thurgood Marshall Secondary
Street	990 North Allen Ave.
City, State, Zip	Pasadena, CA , 91104-4025
Phone Number	(626) 396-5810
Principal	Lori Touloumian, Principal
Email Address	touloumian.lori@pusd.us
Website	http://marshall.pusd.us
Grade Span	6-12
County-District-School (CDS) Code	19648811931674

School Description and Mission Statement (School Year 2025–26)

Our 6–12th grade model seamlessly bridges students from middle to high school. We offer a rich and diverse cultural arts community, which includes the Academy for Creative Industries (ACI). Over 70% of our students are engaged in the arts, including band, orchestra, choir, drama, and visual arts. We offer many Advanced Placement courses and collaborate with local partners who support the interests of our students.

Marshall has been recognized by a number of outside entities for exceptional achievement. Since 2003, Newsweek has consistently ranked Marshall in the top 1,000 best public high schools in the country, and since 2009, Marshall has consistently been awarded a silver medal by U.S. News and World Report for high performance on state assessments and for preparing students for college.

Our Mission

The mission of Marshall Fundamental Secondary School, a diverse educational community, is to graduate students who are empowered to think critically, to act responsibly, and to take on challenges through a system distinguished by

instruction that is both rigorous and engaging and a culture that invites and embraces students and their families.

Our Values

Marshall Students:

Embrace diversity

Act responsibly

Graduate prepared

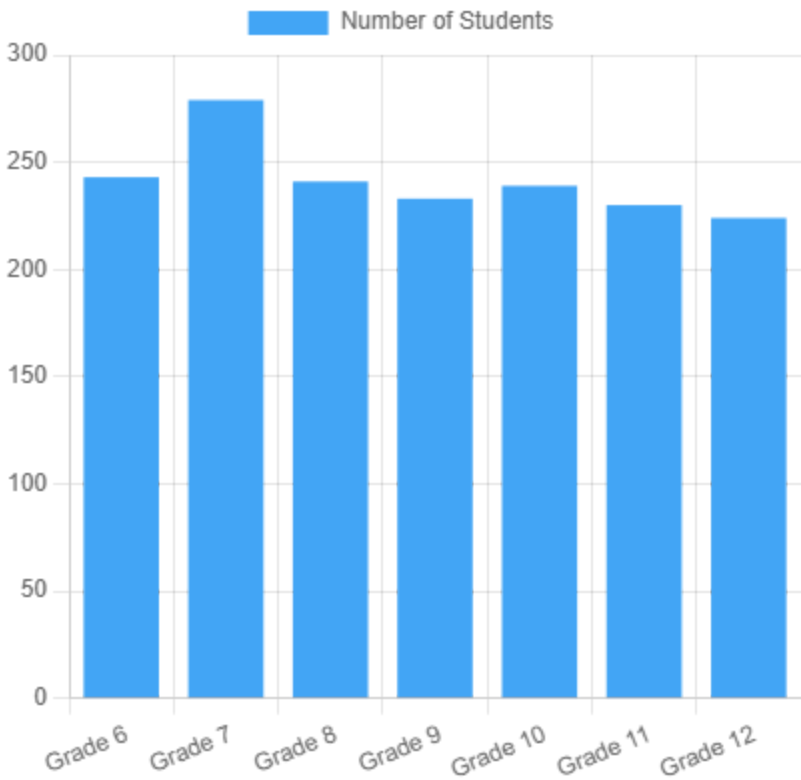
Lead with integrity

Engage in learning

SUCCEED!

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 6	243
Grade 7	279
Grade 8	241
Grade 9	233
Grade 10	239
Grade 11	230
Grade 12	224
Total Enrollment	1689



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	46.60%	English Learners	6.80%
Male	53.20%	Foster Youth	0.30%
Non-Binary	0.20%	Homeless	0.90%
American Indian or Alaska Native	0.10%	Migrant	0.00%
Asian	3.70%	Socioeconomically Disadvantaged	58.80%
Black or African American	5.70%	Students with Disabilities	12.20%
Filipino	3.40%		
Hispanic or Latino	62.10%		
Native Hawaiian or Pacific Islander	0.40%		
Two or More Races	3.40%		
White	20.50%		

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	63.20	79.97%	633.30	82.92%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	7.90	1.05%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.40	3.07%	38.30	5.02%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	2.59%	17.90	2.34%	11953.10	4.28%
Unknown/Incomplete/NA	11.30	14.34%	66.10	8.67%	15831.90	5.67%
Total Teaching Positions	79.00	100.00%	763.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	56.70	76.04%	580.10	79.31%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	1.34%	8.60	1.19%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.90	5.31%	52.00	7.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	0.79%	20.60	2.83%	11746.90	4.23%
Unknown/Incomplete/NA	12.30	16.49%	69.80	9.55%	14303.80	5.15%
Total Teaching Positions	74.50	100.00%	731.40	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	53.60	66.78%	547.50	73.41%	230039.40	100.00%
Intern Credential Holders Properly Assigned	3.00	3.74%	13.70	1.85%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	21.10	26.29%	139.60	18.73%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.60	2.10%	13.50	1.81%	12112.80	4.34%
Unknown/Incomplete/NA	0.80	1.05%	31.30	4.20%	13705.80	4.91%
Total Teaching Positions	80.20	100.00%	745.90	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.00	0	0.00
Misassignments	2.40	3.9	21.10
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	2.40	3.9	21.10

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.10	0.5	0.00
Local Assignment Options	0.90	0	1.60
Total Out-of-Field Teachers	2.00	0.5	1.60

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.3%	7%	32.90%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	1.30%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: September 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	English 3P~ 11th Grade Honors/IB English HL 11th/12th Grade ERWC Packets / Digital Version ERWC - 12th Grade StudySync ELA (2021) consumable workbook & digital English - Grades 9 StudySync ELA (2021) consumable workbook & digital English - Grades 10 StudySync ELA (2021) consumable workbook & digital English - Grades 11 Language of Composition 3rd Edition (2018) - NEW IB English 11/12 Grade Perine's Literature: Structure, Sound, and Sense IB English HL - 12th Grades Everything's an Argument IB English HL - 11th/12th Grade Inside Level A ENGLISH LANGUAGE DEVELOPMENT 1 ~GRADES 9-12 Inside Level A Writing ENGLISH LANGUAGE DEVELOPMENT 1 ~GRADES 9-12 Inside Level A Practice Book ENGLISH LANGUAGE DEVELOPMENT 1 ~GRADES 9-12	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Inside Level A Writer's Workout Inside Level B Inside Level B Writing Inside Level B Practice Book Inside Level B Writer's Workout Edge Introduction Course - Grammar and Writing Practice Book (2009) Edge Introduction Course - Grammar and Writing Practice Book (2014) Edge Introduction Course - Interactive Reader Workbook English 3D Course A Volume 2 English 3D Course A Volume 2 WORKBOOK English 3D Course B Volume 2 English 3D Course B Volume 2 WORKBOOK	ENGLISH LANGUAGE DEVELOPMENT 1 ~GRADES 9-12 ENGLISH LANGUAGE DEVELOPMENT 2+ ~GRADES 9-12 ENGLISH LANGUAGE DEVELOPMENT 2+ ~GRADES 9-12 ENGLISH LANGUAGE DEVELOPMENT 2+ ~GRADES 9-12 ENGLISH LANGUAGE DEVELOPMENT 2+ ~GRADES 9-12 English Language Development Level A- D English Language Development Level A- D English Language Development Level A- D ALD 6th - 12th ALD 6th - 12th ALD 6th - 12th ALD 6th - 12th
Mathematics	Reveal Integrated Math I (Digital Access) Integrated Math I/Math I Honors	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Reveal Integrated Math II (Digital Access)	Integrated Math II/Math II Honors
	Reveal Integrated Math III (Digital Access)	INTEGRATED MATH III
	Precalculus with Limits	Integrated Math III Honors/Precalculus
	Linear Algebra and its Applications (2011)	Linear Algebra
	Calculus Concepts and Applications	Calculus/AP Calculus BC
	Calculus of a Single Variable, 8th ed. (2006)	AP Calculus AB - Grades 10-12
	Stats Modeling the World	Statistics and Data Science - Grades 11-12
	Stats Modeling the World AP Ed	AP Statistics / College Algebra
	Introduction to Data Science v. 6.0 (2023)	Data Science
	College Algebra: Graphs and Models (2012)	Career Mathematics - GRADES 11-12
	Mathematics with Business Applications	Career Math / College Prep Math
	Integrated Arithmetic and Basic Algebra	College Prep Math
	Integrated Math 1 Honors Packets	Math 1 Honors
	Integrated Math 2 Honors Packets	Math 2 Honors
	Integrated Math 3 Honors Packets	Math 3 Honors

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Science	STEMScopes 6th-12th Licenses STEMScopes Grades 6-12 Biology The Unity and Diversity of Life(AP Edition) (2019) AP Biology - Grades 10-12 Chemistry: The Central Science (2014, 13th ed.) AP Chemistry - Grades 10-12 Physics: Principles with Applications, 6th ed. AP Physics 1 - Grades 11-12 Environmental Science for the AP Course (new for 20-21) AP Environmental Science – 11TH Grade Biotechnology: Science for the New Millennium (2012) Biotechnology 1A, 1B - Grades 10-12 Access Science EL Science 6-12 Access Science Workbook EL Science 6-12 Five Steps to a 5 in AP Physics C AP Physics C	0
History-Social Science	Impact World History, Culture, and Geography World History P/World History Honors - Grade 10 Impact United States History and Geography U.S. History P/U.S. History Honors - Grade 11 Impact Principles of American Democracy American Government/American Government Honors– Grade 12 Impact Principles of Economics Economics P/Economics Honors– GRADE 12 Voyages in World History (Hansen, 2015) AP World History - Grade 10 Voyages in World History AP World History - Grade 10	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	(Third Edition) 2017 A Different Mirror For Young Ethnic Studies people Ways of the World Since CE 1200 Ways of the World Since CE 1200 - Thinking Through Sources Principles of Economics, 6th edition (2012) Wilson American Government (14th ed., 2014) Meyer's Psychology for A.P. IB Theory of Knowledge (2020) Human Geography People, Place and Culture 10th ed. American Government Institutions and Policies The American Spirit Vol 2 AP World History - Grade 10 - Blair and Marshall AP World History - Grade 10 - Blair and Marshall AP Economics - Grade 12 AP U.S. Government - Grade 11-12 AP Psychology – Grade11- 12 IB Theory of Knowledge Core Curriculum AP Human Geography - Marshall AP American Gov - Marshall History Capstone Class - Marshall	
Foreign Language	Integrated Chinese Workbook Level 1 (traditional characters) Mandarin at PCC (Marshall)	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Integrated Chinese (simplified) 1	Mandarin at PCC (Marshall)
	Integrated Chinese Volume 1 (traditional)	Mandarin at PCC (Marshall)
	Workbook for Integrated Chinese 1	Mandarin at PCC (Marshall)
	Chinese Made Easy 1 Textbook 3rd Edition	Mandarin 1 at Marshall
	Chinese Made Easy 1 Workbook 3rd Edition	Mandarin 1 at Marshall
	¡Qué chévere!: Spanish 1	Spanish 1
	¡Qué chévere!: Spanish 2	Spanish 2
	¡Qué chévere!: Spanish 3	Spanish 3
		AP® Spanish
	¡Qué chévere!: Spanish 4	Language and Culture
	Exploring Spanish (3rd Edition)	6th - 8th Introduction to Spanish
	En Voz Alta L1	Native Spanish 1
	En Voz Alta L2	Native Spanish 2
	En Voz Alta L3	Native Spanish 3
	Abriendo Puertas Tomo I (2003)	AP Spanish Literature - Grades 11-12
	Album	AP Spanish Language
	Temas para Espanol B	IB Spanish SL and HL
	Nuevas Vistas Corso Introduction	DLIP 6th Grade SLA
	Nuevas Vistas Corso Uno	DLIP 7th Grade SLA
	Nuevas Vistas Corso Dos	DLIP 8th Grade SLA
	me llamo Rigobeta Menchu y asi me nacio la conciencia	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Health	Health (Health Curriculum developed in alignment with California Healthy Kids Act) Secondary Health Curriculum File	0
Visual and Performing Arts	The Practice of Harmony, 6th Edition (2011) AP Music Theory – GRADES 10-12 Gardner's Art through the Ages A- Antiquity AP Art History Gardner's Art through the Ages B: The Middle Ages AP Art History Gardner's Art through the Ages C: Non-Western Art to 1300 AP Art History Gardner's Art through the Ages D: Renaissance and Baroque AP Art History Gardner's Art through the Ages E: Modern Europe and America AP Art History Gardner's Art through the Ages F: Non-Western Art since 1300 AP Art History Gardner's Art through the Ages Teacher's Guide AP Art History Accelerated Piano Introduction to Piano Adventures for the Older Beginner, Book 1 Music Theory Fundamentals Music Theory - Marshall Practice of Harmony Music Theory - Marshall	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Science Lab Eqpmt (Grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

A scheduled maintenance program is administered by the 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.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

PUSD has adopted cleaning standards for all schools in the District.

The PUSD Facilities Master Plan provides an outline of modernization plans for school sites based upon input from educational partners and identified student needs. More information can be found at: <https://www.pusdplan.org/>

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: November 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: November 2025

Overall Rating	Fair
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	48%	51%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	33%	36%	35%	36%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	982	934	95.11%	4.89%	51.08%
Female	448	422	94.20%	5.80%	55.77%
Male	533	511	95.87%	4.13%	47.14%
American Indian or Alaska Native	--	--	--	--	--
Asian	36	32	88.89%	11.11%	81.25%
Black or African American	61	59	96.72%	3.28%	39.66%
Filipino	27	27	100.00%	0.00%	66.67%
Hispanic or Latino	609	578	94.91%	5.09%	40.77%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	52	98.11%	1.89%	78.85%
White	191	182	95.29%	4.71%	71.43%
English Learners	66	60	90.91%	9.09%	5.17%
Foster Youth	--	--	--	--	--
Homeless	25	24	96.00%	4.00%	43.48%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	430	404	93.95%	6.05%	35.70%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	130	123	94.62%	5.38%	7.38%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	982	924	94.09%	5.91%	36.26%
Female	448	423	94.42%	5.58%	35.00%
Male	533	500	93.81%	6.19%	37.20%
American Indian or Alaska Native	--	--	--	--	--
Asian	36	33	91.67%	8.33%	69.70%
Black or African American	61	56	91.80%	8.20%	19.64%
Filipino	27	26	96.30%	3.70%	65.38%
Hispanic or Latino	609	571	93.76%	6.24%	24.78%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	53	51	96.23%	3.77%	64.71%
White	191	183	95.81%	4.19%	59.02%
English Learners	66	60	90.91%	9.09%	10.00%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	25	23	92.00%	8.00%	17.39%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	430	398	92.56%	7.44%	21.91%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	130	119	91.54%	8.46%	8.47%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	38.62%	33.93%	31.97%	31.22%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	477	450	94.34%	5.66%	33.93%
Female	222	203	91.44%	8.56%	29.85%
Male	254	246	96.85%	3.15%	37.45%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	23	21	91.30%	8.70%	65.00%
Black or African American	32	30	93.75%	6.25%	10.00%
Filipino	11	11	100.00%	0.00%	45.45%
Hispanic or Latino	292	280	95.89%	4.11%	22.74%
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	19	86.36%	13.64%	73.68%
White	95	87	91.58%	8.42%	60.47%
English Learners	33	29	87.88%	12.12%	0.00%
Foster Youth	--	--	--	--	--
Homeless	26	24	92.31%	7.69%	17.39%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	204	195	95.59%	4.41%	21.47%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	71	66	92.96%	7.04%	7.69%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Career Technical Education (CTE) Programs (School Year 2024–25)

Students at Marshall Fundamental are offered courses in the Arts, Media, and Entertainment Industry Sector

Course sequences are offered in various industry sectors by PUSD. These courses are directly aligned with high wage, high need jobs in our community and course sequenced with our local community college.

A complete list of Pasadena USD CTE courses can be found online:<https://www.pusd.us/Page/6762>

Career Technical Education (CTE) Participation (School Year 2024–25)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	223
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	4.5%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	--

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

UC/CSU Course Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission	99.78%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	69.72%

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	86.7%	90.9%	88.5%	90.2%	88.5%
9	94%	93.5%	95.5%	95.5%	95%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

Thurgood Marshall Secondary School prioritizes active parent engagement as a core component of student success, maintaining a focused coalition of diverse parent organizations to support its mission.

Ways for Parents to Get Involved

Parents can participate in several organized groups that meet monthly to provide leadership, advocacy, and support for various school programs:

School Site Council (SSC): A critical body that provides vision and focus for the school's targets and expenditures. Parents on the SSC review school goals and vote on the implementation of the School Plan for Student Achievement (SPSA).

English Language Advisory Committee (ELAC): This group specifically reviews school plans and makes recommendations to support English Learners.

African-American Parent Council (AAPC): A key coalition focused on community outreach and support for African-American students.

Parent Teacher Student Association (PTSA): A foundational group for overall parent community outreach and support.

Booster Clubs: Specialized organizations that support specific extracurricular areas, including Music Boosters, Drama Boosters, Choir Boosters, and Athletic Boosters.

Annual Fund: A group dedicated to raising funds to help support school facilities.

School Safety Committee: A collaborative group of parents, students, and staff that meets at least three times a year to revise the site safety plan.

Communication and Digital Tools

The school aims for high digital engagement, with a goal of having more than 90% of students represented by at least one parent with a Parent Portal account to track academic progress. Other communication methods include:

Weekly Outreach: Phone and email blasts, "Constant Contact," and the "Blackboard Connect" phone outreach program.

Newsletters: Regular school newsletters, including versions specifically for Spanish-speaking families.

Contact and Outreach Information

Parent Volunteer Coordinator: Ms. Veronica Amaya our School Community Assistant assists in bringing parents into the school and facilitating involvement.

School Website: <https://www.pusd.us/marshall>.

Counseling Support: Parents of English Learners may meet individually with the AP of Curriculum, MTSS Coaches and counselors to discuss reclassification and academic support.

In-Person Meetings: Administrators hold meetings for specific needs, such as parent conferences during registration or meetings regarding student attendance.

State Priority: Pupil Engagement

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

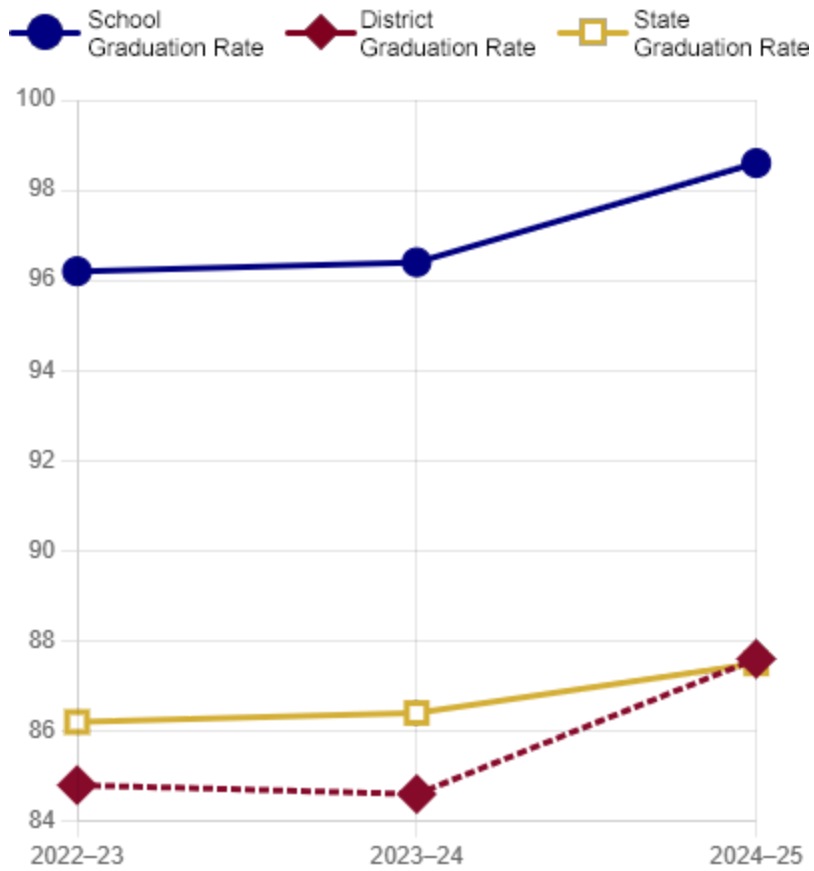
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

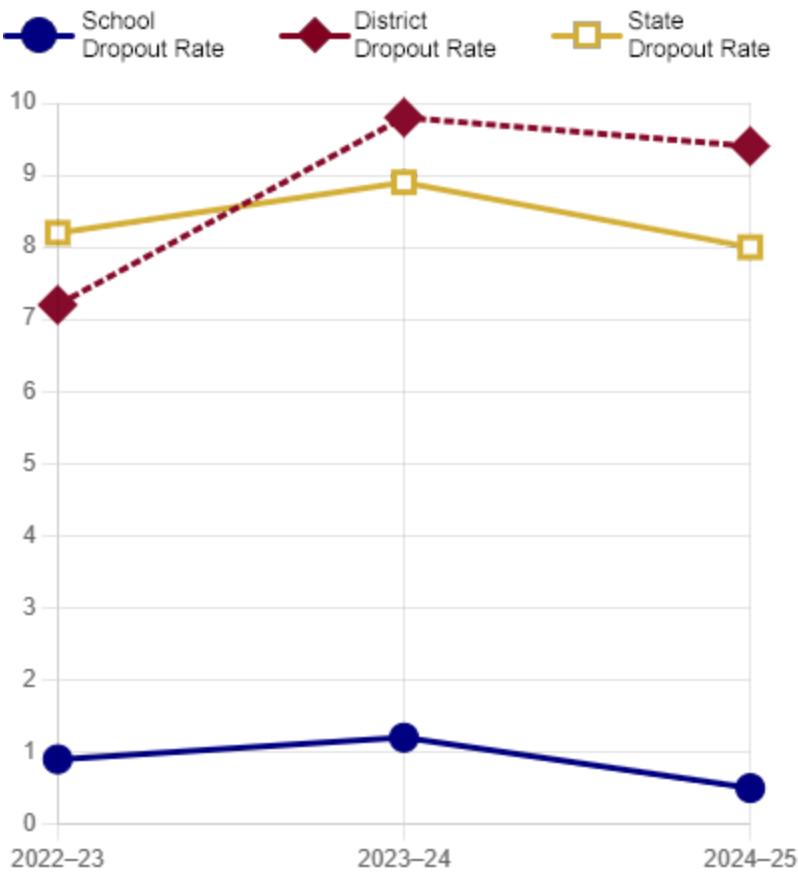
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	96.2%	96.4%	98.6%	84.8%	84.6%	87.6%	86.2%	86.4%	87.5%
Dropout Rate	0.9%	1.2%	0.5%	7.2%	9.8%	9.4%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	221	218	98.6%
Female	106	105	99.1%
Male	113	111	98.2%
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00%
Asian	12	12	100.0%
Black or African American	12	12	100.0%
Filipino	12	12	100.0%
Hispanic or Latino	134	133	99.3%
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	44	44	100.0%
English Learners	13	13	100.0%
Foster Youth	--	--	--
Homeless	15	14	93.3%
Socioeconomically Disadvantaged	176	174	98.9%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	18	17	94.4%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1751	1724	235	13.6%
Female	813	799	112	14.0%
Male	934	921	123	13.4%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	69	67	5	7.5%
Black or African American	105	102	19	18.6%
Filipino	57	57	3	5.3%
Hispanic or Latino	1083	1067	150	14.1%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	61	60	7	11.7%
White	356	351	46	13.1%
English Learners	125	121	25	20.7%
Foster Youth	14	14	4	28.6%
Homeless	56	54	12	22.2%
Socioeconomically Disadvantaged	1228	1206	190	15.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	223	217	42	19.4%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	5.11%	4.67%	3.37%	3.19%	2.76%	1.96%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.03%	0.01%	0.08%	0.07%	0.06%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.37%	0.00%
Female	2.09%	0.00%
Male	4.50%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	10.48%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.97%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.64%	0.00%
White	1.12%	0.00%
English Learners	4.00%	0.00%
Foster Youth	35.71%	0.00%
Homeless	8.93%	0.00%
Socioeconomically Disadvantaged	4.15%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	6.28%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

School Safety Plan (School Year 2025–26)

Thurgood Marshall Secondary School maintains a Comprehensive School Safety Plan designed to provide a secure environment that is both physically safe and supportive of students' social-psychological well-being. The plan is a collaborative effort involving school leadership, staff, parents, students and community partners.

Review and Update Timeline

Last Update and Approval: The safety plan was updated for the 2024-2025 cycle and approved by the School Site Council (SSC). The current document reflects updates as of December 18, 2025. Our current safety plan is under review and will be presented to parent councils in February.

Faculty and Community Discussion: The safety plan was a key agenda item during the School Site Council meeting on December 11, 2024.

Student Representation: The Associated Student Body (ASB), which represents the student voice, was present for the discussion and reporting at the December 11, 2024 meeting. Other participating groups included faculty representatives, the African-American Parent Council (AAPC), the English Language Advisory Committee (ELAC), and the PTSA.

Ongoing Review: The plan is reviewed at the beginning of each school year to ensure it remains current with district emergency response protocols.

Key Elements of the Safety Plan

The plan is organized into several critical domains to ensure comprehensive coverage:

Physical Environment Safety: Focuses on monitoring campus access, maintaining surveillance systems (with a goal to install more cameras), and ensuring facilities like elevators and ramps are functional and accessible for all students, including those with disabilities.

School Climate and Behavioral Support: Implements a Multi-Tiered System of Support (MTSS) and Positive Behavior Interventions and Supports (PBIS) to foster a respectful and welcoming environment. It also includes a peer mediation program to resolve student conflicts.

Emergency and Disaster Procedures: Provides detailed protocols for various emergencies, including fire, disasters, and campus disturbances. It also incorporates a new protocol for opioid prevention and life-saving response.

Mental Health and Wellness: Includes integrated services through the THRIVE: School Mental Health program and the PUSD Mental Health Consortium to address emotional and social barriers to learning.

Legal Compliance and Reporting: Outlines clear procedures for mandated child abuse reporting, sexual harassment policies, and nondiscrimination practices.

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	26.00	21	29	17
Mathematics	24.00	22	26	18
Science	27.00	12	14	25
Social Science	29.00	8	18	24

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	25.00	22	15	27
Mathematics	24.00	23	24	18
Science	25.00	17	20	22
Social Science	25.00	18	21	18

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	28	25	16
Mathematics	21.00	38	19	11
Science	23.00	19	19	16
Social Science	24.00	17	25	13

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

Title	Ratio
Pupils to Academic Counselor*	5

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	5.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	2.00
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other**	0.00

* 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.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$101551.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$103743.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Types of Services Funded (Fiscal Year 2024–25)

Marshall offers a broad range of programs to support students across various disciplines, providing resources and opportunities for academic and extracurricular growth.

Thurgood Marshall Secondary School provides a comprehensive suite of academic, social-emotional, and specialized support services designed to meet the diverse needs of its student body.

Academic Support and Enrichment

Instructional Coaching: The school employs specialized coaches, including two MTSS Coaches that support language acquisition and provide Tier 1 support for teachers and Tier 2/3 interventions for students needing additional academic or behavioral support. They also connect students who need social emotional learning support to resources such as targeted lessons and therapy services.

Targeted Tutoring: The school provides targeted tutoring to historically underserved students and maintains a tutoring hub within the library.

Credit Recovery: Before and after-school programs are available for students who need to recover credits for graduation.

Academy for Creative Industries (ACI): This specialized program is currently in its tenth year, providing students with a focused curriculum in creative fields.

Open Access Rigor: Marshall maintains an "open access" policy for Advanced Placement (AP) and pre-AP classes, ensuring all students can challenge themselves with college-level curriculum.

College Access Plan: High school students have access to the College Access Plan through the school's LEARNS program.

Social-Emotional and Behavioral Services

Wellness Center: The school is expanding its Wellness Center's space and personnel to provide dedicated social-emotional learning resources and support.

Multi-Tiered System of Support (MTSS): Staff utilize MTSS training to implement proactive strategies and behavior interventions before issues escalate to referrals or suspensions.

Drop in SEL check-ins: Marshall currently has 3 social work interns who support with providing a space for students to access short term check ins and connect with a therapist for long term support.

Counseling Services: A team of five counselors assists students with academic planning, attendance reviews, and college counseling resources.

Peer Mentoring Program: Marshall is currently in the process of establishing a peer mentoring program with the support of our community partners at the Western Justice Center. The goal of the program is to support students to learn about producing conflict resolution.

Specialized Programs

English Learner Services: Specific support for EL students includes instructional support, reclassification targets, and individual meetings with coaches to discuss progress.

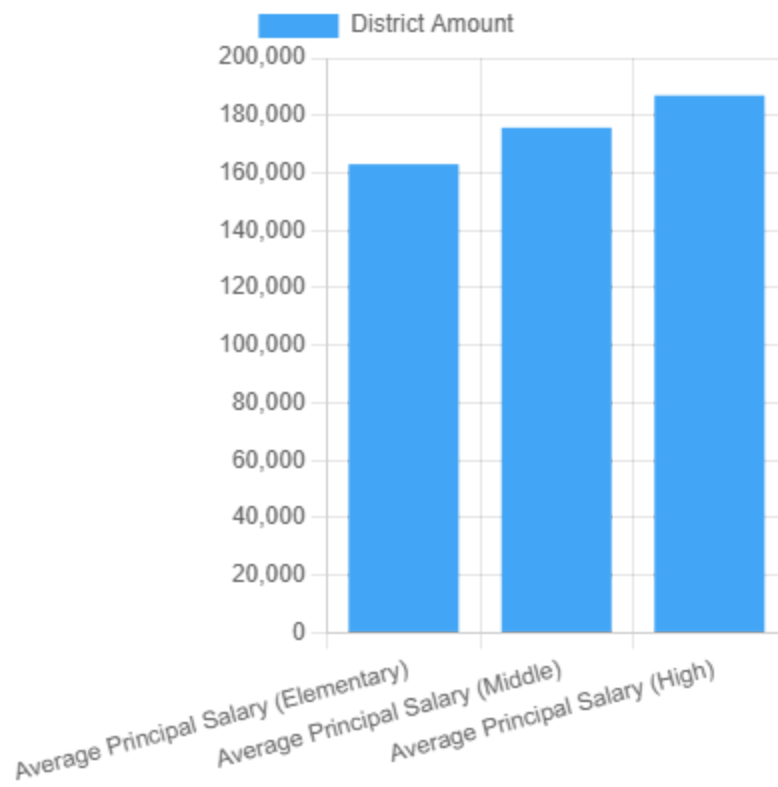
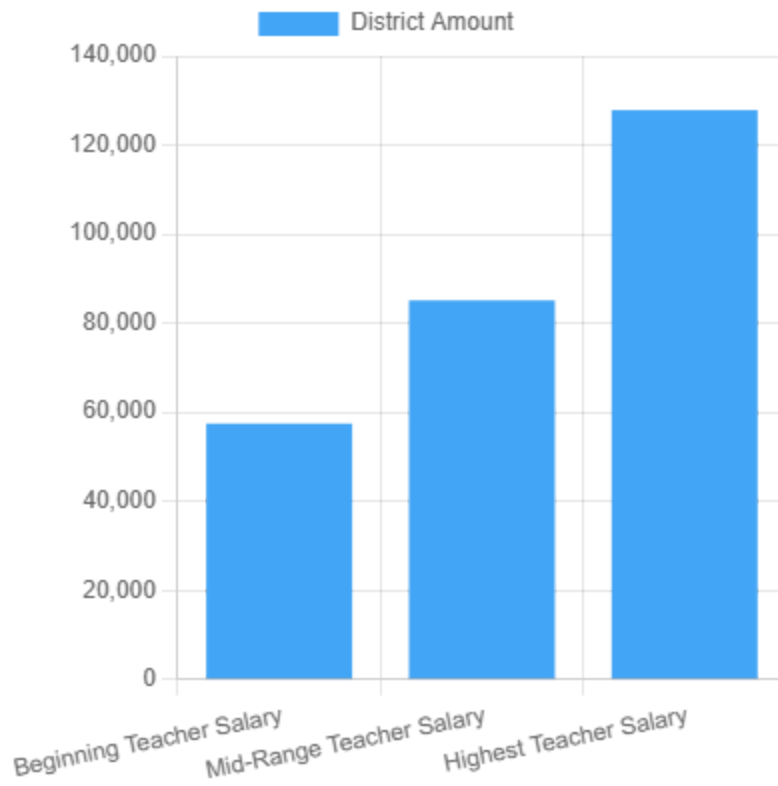
Athletics and Clubs: The school offers a full comprehensive athletic program, including specialized athletics for middle school students through the LEARNS program, and supports 55 student clubs and organizations.

Technology Access: Every student is issued an individual Chromebook, and the school provides access to specialized labs for robotics and journalism.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57464.00	\$62783.30
Mid-Range Teacher Salary	\$85129.00	\$97783.34
Highest Teacher Salary	\$127842.00	\$128020.33
Average Principal Salary (Elementary)	\$163032.00	\$160224.36
Average Principal Salary (Middle)	\$175740.00	\$166991.85
Average Principal Salary (High)	\$186960.00	\$180970.82
Superintendent Salary	\$315257.00	\$313465.36
Percent of Budget for Teacher Salaries	24.07%	30.05%
Percent of Budget for Administrative Salaries	4.93%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 50.7 %

Subject	Number of AP Courses Offered*
Computer Science	1
English	6
Fine and Performing Arts	2
Foreign Language	2
Mathematics	6
Science	9
Social Science	14
Total AP Courses Offered*	45

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

Professional Development

Measure	2023– 24	2024– 25	2025– 26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6