John Muir High

2024–25 School Accountability Report Card

Reported Using Data from the 2024–25 School Year

California Department of Education

Address:	1905 North Lincoln Ave. Pasadena, CA , 91103-1315	**Principal:**	Lawton Gray III, Principal
Phone:	(626) 396-5600	**Grade Span:**	9-12

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

Lawton Gray III, Principal

Principal, John Muir High

About Our School



Contact

John Muir High
1905 North Lincoln Ave.
Pasadena, CA 91103-1315

Phone: (626) 396-5600
Email: blanco.elizabeth@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	John Muir High
Street	1905 North Lincoln Ave.
City, State, Zip	Pasadena, CA , 91103-1315
Phone Number	(626) 396-5600
Principal	Lawton Gray III, Principal
Email Address	grayiii.lawton@pusd.us
Website	http://muir.pusd.us
Grade Span	9-12
County-District-School (CDS) Code	19648811936103

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

John Muir High School Early College Magnet is a 52 acres campus located in Pasadena just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. John Muir High School is one of 23 schools in the Pasadena Unified School District. With over 1200 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.

All students on our campus have the opportunity to participate in our Early College Magnet Program, and we offer three linked learning academies on campus with special areas for each program. Our Arts, Entertainment and Media Academy has a state of the art production studio. Our Business and Entrepreneurship Academy has a Credit Union on campus, where our students are the tellers as well as a print shop and embroidery room. And our Engineering and Environmental Science Academy has a lab space where students are able to

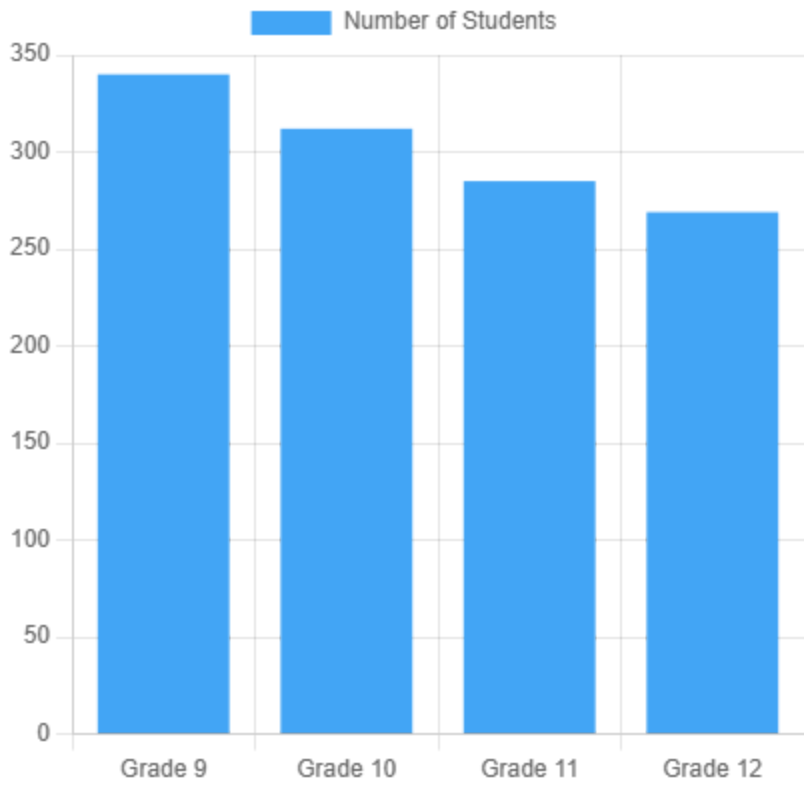
create projects as well as print parts for different projects from the 3D printer. Our Early College Program offers transferable college courses through Pasadena City College to all University of California and California State schools as well as many other colleges.

Mission Statement

The purpose of John Muir High School Early College Magnet is to create a loving environment where students learn to set and strive for high expectations, have a growth mindset, and work hard to achieve mastery of a rigorous, Early College curriculum. We are committed to developing relationships with students and providing connections in the community to meet students' unique needs to succeed in college, career, and their future endeavors.

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

Grade Level	Number of Students
Grade 9	340
Grade 10	312
Grade 11	285
Grade 12	269
Total Enrollment	1206



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

Student Group	Percent of Total Enrollment
Female	46.80%
Male	52.40%
Non-Binary	0.70%
American Indian or Alaska Native	0.50%
Asian	1.20%
Black or African American	20.10%
Filipino	1.30%
Hispanic or Latino	64.20%
Native Hawaiian or Pacific Islander	0.10%
Two or More Races	3.20%
White	9.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	6.60%
Foster Youth	0.60%
Homeless	3.10%
Migrant	0.00%
Socioeconomically Disavantaged	76.50%
Students with Disabilities	19.60%

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)	39.30	79.67%	633.30	82.92%	234405.20	84.00%
Intern Credential Holders Properly Assigned	2.10	4.39%	7.90	1.05%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	2.15%	38.30	5.02%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	17.90	2.34%	11953.10	4.28%
Unknown/Incomplete/NA	6.70	13.75%	66.10	8.67%	15831.90	5.67%
Total Teaching Positions	49.30	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)	36.20	74.91%	580.10	79.31%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.90	4.11%	8.60	1.19%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.80	5.80%	52.00	7.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	20.60	2.83%	11746.90	4.23%
Unknown/Incomplete/NA	7.30	15.16%	69.80	9.55%	14303.80	5.15%
Total Teaching Positions	48.40	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)	40.00	76.40%	547.50	73.41%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.70	1.85%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	7.70	14.78%	139.60	18.73%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	13.50	1.81%	12112.80	4.34%
Unknown/Incomplete/NA	4.60	8.80%	31.30	4.20%	13705.80	4.91%
Total Teaching Positions	52.30	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	0.8	2.70
Misassignments	1.00	1.9	5.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	1.00	2.8	7.70

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	0.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0	0.00

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)	1.8%	7.9%	17.30%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.6%	5.2%	8.40%

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	The Language of Composition (2008)	English 3P~ 11th Grade Honors/IB English HL 11th/12th Grade	0
	ERWC Packets / Digital Version	ERWC - 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	
	Inside Level A Writer's Workout	ENGLISH LANGUAGE DEVELOPMENT 1 ~GRADES 9-12	
	Inside Level B	ENGLISH LANGUAGE DEVELOPMENT 2+ ~GRADES 9-12	
	Inside Level B Writing	ENGLISH LANGUAGE DEVELOPMENT 2+ ~GRADES 9-12	
	Inside Level B Practice Book	ENGLISH LANGUAGE DEVELOPMENT 2+ ~GRADES 9-12	
	Inside Level B Writer's Workout	ENGLISH LANGUAGE DEVELOPMENT 2+ ~GRADES 9-12	
	Edge Introduction Couse - Grammar	English Language Development Level A-D	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption		Percent Students Lacking Own Assigned Copy
	and Writing Practice Book (2009)		
	Edge Introduction Couse - Grammar and Writing Practice Book (2014)	English Language Development Level A-D	
	Edge Introduction Course - Ineractive Reader Workbook	English Language Development Level A-D	
	English 3D Course A Volume 2 WORKBOOK	ALD 6th - 12th	
	English 3D Course B Volume 2	ALD 6th - 12th	
	English 3D Course B Volume 2 WORKBOOK	ALD 6th - 12th	
	The Plague	AP Literature - Muir	
	Rules for Writers	English 1A Dual Enrollment with PCC	
	Into Thin Air	English 1A Dual Enrollment with PCC	
	The Writer's Presence	English 1A Dual Enrollment with PCC	
Mathematics	Reveal Integrated Math I (Digital Access)	Integrated Math I/Math I Honors	0
	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	
	IB SL Applications and Interpretation Bundle	IB Math Applications and Interpretation Year 1 and 2	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption		Percent Students Lacking Own Assigned Copy
	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	
	Calculus - Graphical, Numerical, Algebraic AP Edition	AP Calculus - Muir	
	Integrated Math 1 Honors Packets	Math 1 Honors	
	Integrated Math 2 Honors Packets	Math 2 Honors	
	Integrated Math 3 Honors Packets	Math 3 Honors	
Science	STEMScopes 6th-12th Licenses	STEMScopes Grades 6-12	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption		Percent Students Lacking Own Assigned Copy
	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	Bioechnology - Muir	
	Biotechnology: Science for the New Mllenium (2nd Ed.)	Biotechnology 1A, 1B - Grades 10-12 - Blair	
	Biotechnology: Science for the New Mllenium (2012)	Biotechnology 1A, 1B - Grades 10-12	
	Introduction to Sports Medicine and Athletic Training	Sports Medicine – Grades 9-12	
	Fundamentals of Anatomy & Physiology	Anatomy and Physiology - Grades 10-12	
	Access Science	EL Science 6-12	
	Access Science Wookbook	EL Science 6-12	
	Five Steps to a 5 in AP Physics C	AP Physics C	
History-Social Science	Impact World History, Culture, and Geography	World History P/World History Honors - Grade 10	0
	Impact United States History and Geography	U.S. History P/U.S. History Honors - Grade 11	
	Impact Principles of American	American Government/American	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption		Percent Students Lacking Own Assigned Copy
	Democracy	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 (Third Edition) 2017	AP World History - Grade 10	
	A Different Mirror For Young people	Ethnic Studies	
	Ways of the World Since CE 1200	AP World History - Grade 10 - Blair and Marshall	
	Ways of the World Since CE 1200 - Thinking Through Sources	AP World History - Grade 10 - Blair and Marshall	
	World History: Modern 1200 - Present - AP Edition	AP World History - Grade 10 - Muir	
	The American Pageant, 16th Ed.	IB History of the Americas - Grades 11	
	People's History of the United States (2005)	IB History of the Americas HL – Year One Grade 11	
	A History of Latin America (2004)	IB History of the Americas HL – Year Two Grade 12	
	Why Nations Go To War (2005)	IB History of the Americas HL – Year Two Grade 12	
	Russia, America, and the Cold War (2004)	IB History of the Americas HL – Year Two Grade 12	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption		Percent Students Lacking Own Assigned Copy
	Origins of the Cold War 1941-1949 (2003)	IB History of the Americas HL – Year Two Grade 12	
	Principles of Economics, 6th edition (2012)	AP Economics - Grade 12	
	Wilson American Government (14th ed., 2014)	AP U.S. Government - Grade 11-12	
	Meyer's Psychology for A.P.	AP Psychology – Grade11-12	
	IB Psychology Course Book (online)	IB Psychology SL	
	IB Theory of Knowledge (2020)	IB Theory of Knowledge Core Curriculum	
	Advanced Placement United States History, 4th Edition	AP US HIstory - MUIR	
Foreign Language	T'es branché? 1 (2019 2nd Edition)	French 1P– Grades 9-12	0
	T'es branché? 2 (2020 2nd Edition)	French 2P - Grades 10-12	
	T'es branché? 3 (2020 2nd Edition)	French 3P – Grades10-12	
	T'es branché? 4 (2020 2nd Edition)	AP® French Language and Culture - Grades10-12	
	Panorama francophone 1	IB French 1P– IB French AB INITIO – Grades 11-12	
	Panorama francophone 2	IB French 2P IB - Grades 10-12	
	Panorama francophone 2 Cahier d'exercices	IB French 2P IB - Grades 10-12	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption		Percent Students Lacking Own Assigned Copy
	Panorama francophone 1 Workbook	IB French 1P - IB French AB Grades 11-12	
	Chinese Made Easy Text and Workbook	Mandarin 1 – Grade 9	
	Chinese Made Easy 1 Workbook	Mandarin 1 – Grade 9	
	Chinese Made Easy: Workbook 1	Mandarin 2	
	Chinese Made Easy 2	Mandarin 2 – Grades 10-12	
	Chinese Made Easy 2 Workbook	Mandarin 2 – Grades 10-12	
	Chinese Made Easy 3 Textbook	Mandarin 3	
	Chinese Made Easy 3 Workbook	Mandarin 3	
	Chinese Made Easy Textbook Level 4 (3rd ed)	AP Mandarin	
	Chinese Made Easy Workbook Level 4 (3rd ed)	AP Mandarin	
	AP Chinese Simulated Practice Tests	AP Mandarin	
	Startup Business Chinese Level 1 (2005)	Business Chinese	
	Startup Business Chinese Level 2	Business Chinese	
	HSK Standard Course 4A Textbook	DLIP Mandarin Language Arts	
	HSK Standard Course 4A Workbook	DLIP Mandarin Language Arts	
	HSK Standard Course 4B Textbook	DLIP Mandarin Language Arts	
	HSK Standard Course 4B Workbook	DLIP Mandarin Language Arts	
	A Short History of the United States (Mandarin/English)	DLIP Mandarin Language Arts	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption		Percent Students Lacking Own Assigned Copy
	¡Qué chévere!: Spanish 1	Spanish 1	
	¡Qué chévere!: Spanish 2	Spanish 2	
	¡Qué chévere!: Spanish 3	Spanish 3	
	¡Qué chévere!: Spanish 4	AP® Spanish Language and Culture	
	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	
	Cajas de carton	DLIP 9-10th Grade - Chicano Literature	
	Poncho	DLIP 9-10th Grade - Chicano Literature	
	Borderlands La Frontera: The New Mestiza	DLIP 9-10th Grade - Chicano Literature	
	The House on Mango Street	DLIP 9-10th Grade - Chicano Literature	
	Como Agua para chocolate	DLIP 9-10th Grade - Chicano Literature	
	Pedagogy of the Oppressed	DLIP 9-10th Grade - Chicano Literature	
	Voces de Hispanoamerica, Quinta Edicion	DLIP 9-10th Grade - Spanish Literature	

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 (CHYA)	Secondary Health Curriculum File	0
Visual and Performing Arts	The Practice of Harmony, 6th Edition (2011)	AP Music Theory – GRADES 10-12	0
	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	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption		Percent Students Lacking Own Assigned Copy
	Gardner's Art through the Ages Teacher's Guide	AP Art History	
	Accelerated Piano Adventures for the Older Beginner, Book 1	Introduction to Piano	
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	Good	
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	Good

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)	38%	42%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	13%	18%	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	283	266	93.99%	6.01%	42.48%
Female	138	130	94.20%	5.80%	47.69%
Male	143	134	93.71%	6.29%	36.57%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	62	58	93.55%	6.45%	32.76%
Filipino	--	--	--	--	--
Hispanic or Latino	175	164	93.71%	6.29%	37.80%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	17	16	94.12%	5.88%	56.25%
White	23	22	95.65%	4.35%	81.82%
English Learners	14	10	71.43%	28.57%	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	152	144	94.74%	5.26%	35.42%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	55	47	85.45%	14.55%	12.77%

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	283	267	94.35%	5.65%	17.67%
Female	138	130	94.20%	5.80%	13.08%
Male	143	135	94.41%	5.59%	21.64%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	62	58	93.55%	6.45%	5.17%
Filipino	--	--	--	--	--
Hispanic or Latino	175	165	94.29%	5.71%	15.24%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	17	16	94.12%	5.88%	37.50%
White	23	22	95.65%	4.35%	50.00%
English Learners	14	10	71.43%	28.57%	--
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	152	145	95.39%	4.61%	11.81%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	55	48	87.27%	12.73%	6.38%

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)	17.09%	17.39%	31.97%	31.36%	30.73%	32.33%

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	547	512	93.60%	6.40%	17.38%
Female	274	258	94.16%	5.84%	19.38%
Male	270	251	92.96%	7.04%	14.74%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	119	111	93.28%	6.72%	10.81%
Filipino	--	--	--	--	--
Hispanic or Latino	340	321	94.41%	5.59%	13.71%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	25	25	100.00%	0.00%	44.00%
White	48	42	87.50%	12.50%	45.24%
English Learners	18	13	72.22%	27.78%	0.00%
Foster Youth	--	--	--	--	--
Homeless	21	19	90.48%	9.52%	15.79%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	299	281	93.98%	6.02%	11.39%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	111	92	82.88%	17.12%	2.17%

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 John Muir High School Early College Magnet are offered courses in the following CTE Industry Sectors:

Arts, Media, and Entertainment

Business and Finance

Engineering and Environmental Science

Course sequences are offered in all of the above Industry sectors and directly aligned with high wage, high need jobs in our community.

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

All pathways are advised by robust boards that include (but not limited to) partners from the following:

Cal Tech

Huntington Hospital

Huntington Medical Research Institute

Armory Center for the Arts

Light Bringer Project

DBK Group

Amy Foell Consulting

Pasadena Service Federal Credit Union

Hahn & Hahn

Pasadena Fire Department

Day One

Pasadena City College

JPL

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	1224
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57.4%

Measure	CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	21.2%

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	100.00%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	55.02%

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 and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
9	91.6%	86.8%	3.8%	85.4%	86.4%

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)

The district provides parent education opportunities to enhance parenting skills, explanation of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology, leadership, etc. Additionally, the district, in cooperation with individual school sites, encourages and recruits parents to volunteer in schools and take leadership roles in parent advisory committees at schools and at the district level.

The district provides professional development for school and district staff on customer service, how to better engage parents and families, strategies on establishing two-way, and meaningful communication between families and schools.

Parents are encouraged to participate and serve in groups such as the African American Parent Council (AAPC) and Parent-Teacher-Student Association (PTSA)/Parent-Teacher Association (PTA) and in school decision making through the School Site Council (SSC) and the English Language Advisory Committee (ELAC). Parents are invited to attend field trips as chaperones, be guest speakers and teachers in classes, and be a part of all other school events.

State Priority: Pupil Engagement

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

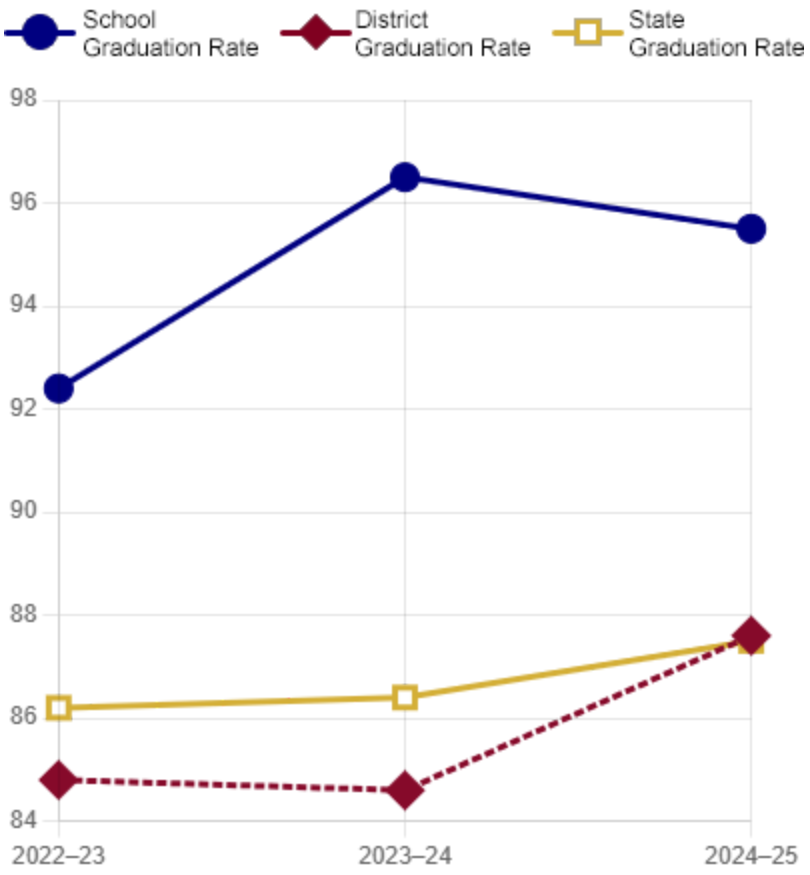
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

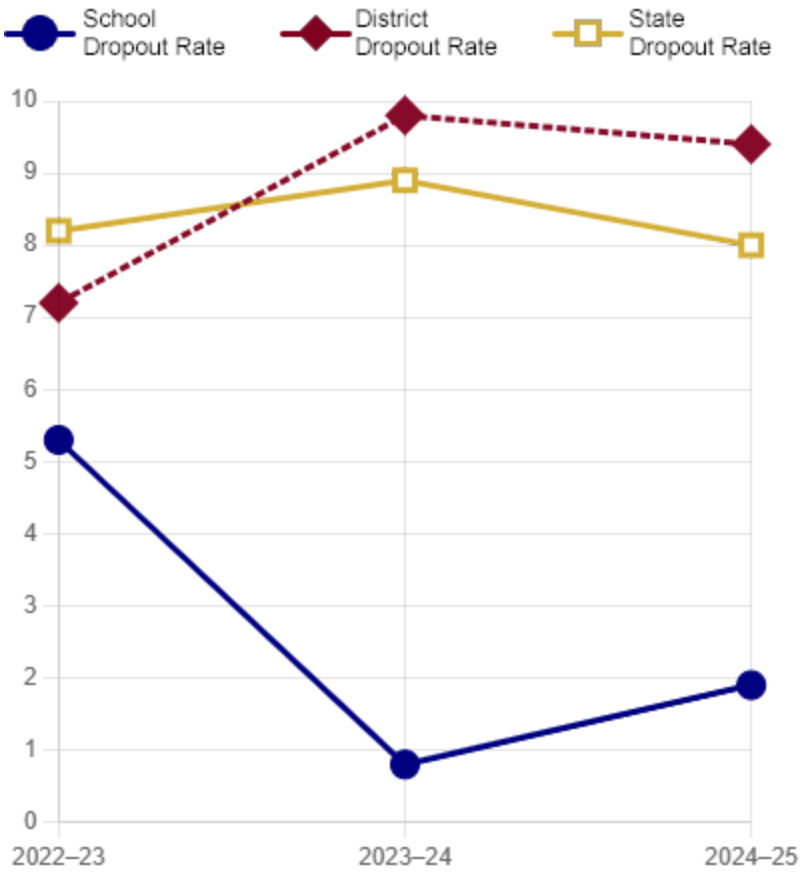
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	92.4%	96.5%	95.5%	84.8%	84.6%	87.6%	86.2%	86.4%	87.5%
Dropout Rate	5.3%	0.8%	1.9%	7.2%	9.8%	9.4%	8.2%	8.9%	8.0%

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	266	254	95.5%
Female	135	131	97.0%
Male	130	122	93.8%
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	60	58	96.7%
Filipino	--	--	--
Hispanic or Latino	166	160	96.4%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	24	22	91.7%
English Learners	43	38	88.4%
Foster Youth	--	--	--
Homeless	28	28	100.0%
Socioeconomically Disadvantaged	232	222	95.7%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	58	50	86.2%

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	1260	1247	254	20.4%
Female	593	589	135	22.9%
Male	658	650	118	18.2%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	15	15	1	6.7%
Black or African American	259	254	47	18.5%
Filipino	17	17	3	17.6%
Hispanic or Latino	801	796	176	22.1%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	41	40	7	17.5%
White	113	112	15	13.4%
English Learners	90	89	31	34.8%
Foster Youth	16	13	9	69.2%
Homeless	45	44	11	25.0%
Socioeconomically Disadvantaged	982	972	222	22.8%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	255	253	71	28.1%

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	4.30%	2.85%	1.90%	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	1.90%	0.00%
Female	0.67%	0.00%
Male	3.04%	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	2.32%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.12%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.88%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	2.22%	0.00%
Socioeconomically Disadvantaged	2.34%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.31%	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)

The safety of students and staff is a primary concern of the Pasadena Unified School District. All visitors to the campus must sign in at the office and wear a visitor's pass at all times. Students are monitored before, during, and after school by security, resource teachers, and administration. There are designated areas for student drop-off and pick-up.

The School Site Safety Plan is revised annually by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members and modified based on student data at the beginning of each school year. The plan was most recently updated and reviewed with the School Site Council and school staff in February of 2025. Key elements of the Safety Plan include the maintenance of a safe, orderly, and drug-free school. The schools comply with the laws, rules, and regulations about hazardous materials and state earthquake standards, as well as the implementation of updated security cameras.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills, etc are conducted on a regular basis throughout the school year.

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

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	19.00	42	13	19
Mathematics	21.00	37	22	13
Science	24.00	16	10	16
Social Science	20.00	20	13	6

* 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	21.00	32	31	13
Mathematics	23.00	35	24	15
Science	25.00	13	24	6
Social Science	25.00	11	10	14

* 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	19.00	44	30	11
Mathematics	21.00	39	33	10
Science	24.00	13	22	6
Social Science	26.00	9	14	14

* 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*	3.5

* 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)	4.50
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	0.20
Social Worker	
Nurse	
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)

John Muir High School is leading two key high school reform initiatives aimed at ensuring all students are well-prepared for college and career success in the 21st Century: Linked Learning and Dual Enrollment. These initiatives fund and provide access to a range of services designed to enhance both academic rigor and career readiness.

Linked Learning offers a comprehensive school reform model that combines college-preparatory coursework, specialized technical education, work-based learning opportunities, and a supportive academy structure. Since 2008-2009, Muir has implemented Linked Learning across all grade levels. Students are enrolled in one of three academies: Arts, Entertainment & Media (AEM); Business and Entrepreneurship (BE); or Engineering and Environmental Science (EES). These academies offer students not only the courses required for UC/CSU admission but also full access to Advanced Placement (AP) courses, preparing them for college. Furthermore, each academy provides technical training in fields such as Film & Video Production, Business Management & Entrepreneurship, and Engineering Design & Development. The program also supports students with a continuum of work-based learning experiences, starting in their freshman year and progressing to internships and practicums. Collaborative teaching teams within each academy foster strong support systems for students while ensuring they meet 21st-century learning outcomes.

Dual Enrollment is another important initiative that allows students to take college-level courses while still in high school, earning both high school and college credit. This program provides students with the opportunity to challenge

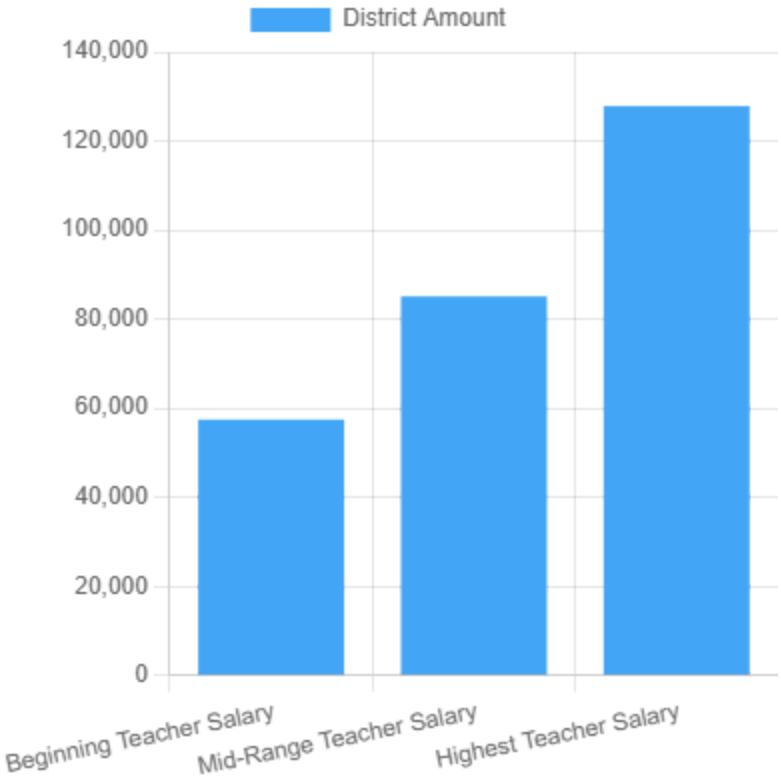
themselves academically, engage with higher education early, and get a head start on their college careers. Through dual enrollment, Muir students gain access to courses at local community colleges, helping them develop the skills and knowledge required for both college and career success. Dual enrollment complements the Linked Learning pathways by offering additional rigorous coursework and broadening students' academic horizons.

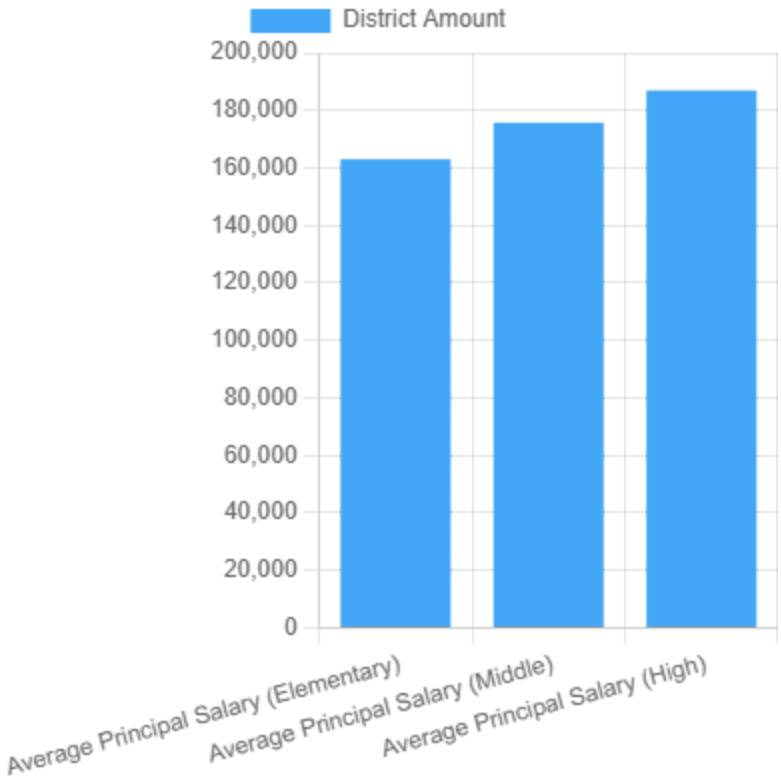
The combined efforts of Linked Learning and Dual Enrollment have begun to positively impact the number of students taking college-preparatory and AP courses, as well as those meeting UC/CSU admission requirements. Muir High School is now focused on increasing the percentage of students who not only complete these courses with a C or better but also pass AP exams to earn college credit.

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/.


District Amount
140,000
120,000
100,000
80,000
60,000
40,000
20,000
0
Beginning Teacher Salary
Mid-Range Teacher Salary
Highest Teacher Salary


District Amount
200,000
180,000
160,000
140,000
120,000
100,000
80,000
60,000
40,000
20,000
0
Average Principal Salary (Elementary)
Average Principal Salary (Middle)
Average Principal Salary (High)

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

Muir prioritizes Dual Enrollment through its partnership with Pasadena City College, giving students the chance to earn real college credit while in high school. The school also offers a range of AP courses to ensure students have access to rigorous academic options that support college and career readiness.

Percent of Students in AP Courses 24.1 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	5
Fine and Performing Arts	6
Foreign Language	1
Mathematics	1
Science	2
Social Science	5
Total AP Courses Offered*	34

* 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