

CIS Academy
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School
Year
California Department of Education

Address: 300 Madre St.
Pasadena, CA , 91107-
4634

Principal: Raymond Cross, Principal

Phone: (626) 396-5800

Grade K-12
Span:

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

Raymond Cross, Principal

📍 Principal, CIS Academy

Contact

CIS Academy
300 Madre St.
Pasadena, CA 91107-4634

Phone: [\(626\) 396-5800](tel:6263965800)

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	CIS Academy
Street	300 Madre St.
City, State, Zip	Pasadena, CA , 91107-4634
Phone Number	(626) 396-5800
Principal	Raymond Cross, Principal
Email Address	cross.raymond@pusd.us
Website	http://cis.pusd.us
Grade Span	K-12
County-District-School (CDS) Code	19648810117440

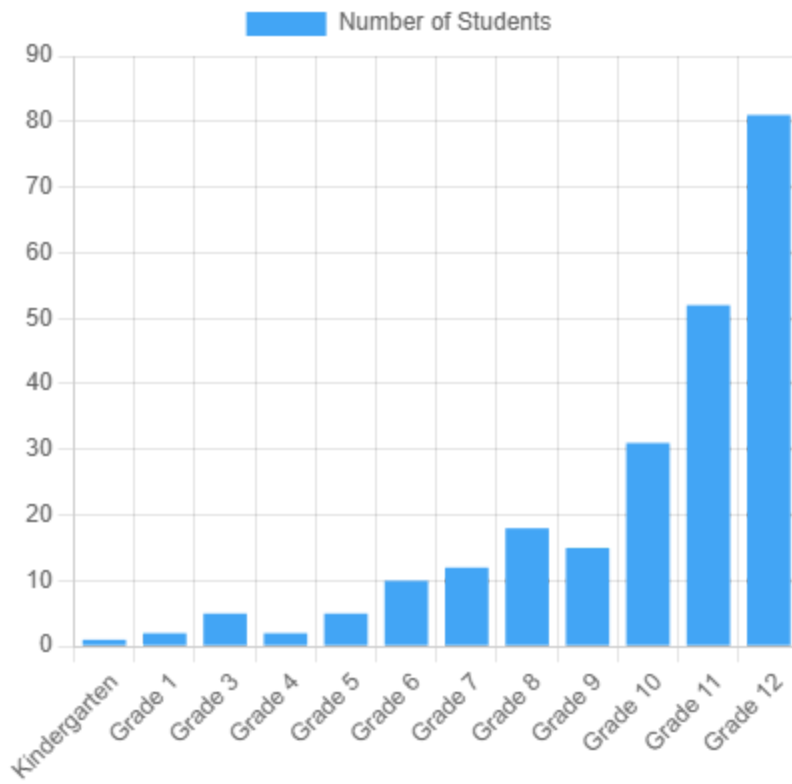
School Description and Mission Statement (School Year 2025–26)

CIS Academy Mission Statement

CIS Academy is a personalized alternative career pathway whose students communicate, collaborate, and think creatively and critically, acquiring the skills, values, and habits of lifelong learners. Students will be prepared for career and/or college, as well as meaningful participation in society as healthy and responsible citizens. CIS Academy (CIS) is a voluntary alternative high school in Pasadena Unified School District in Pasadena, CA offering independent study, blended learning, and online-only classes to students in grades 9-12. Founded in 1990 as a program within Pasadena High School, CIS became an accredited District school in 2007. In the fall of 2022, after thirty-two years housed at Pasadena High School, CIS relocated to the Wilson Middle School campus to accommodate its growing enrollment and a District mandate to offer a K-12 program.

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

Grade Level	Number of Students
Kindergarten	1
Grade 1	2
Grade 3	5
Grade 4	2
Grade 5	5
Grade 6	10
Grade 7	12
Grade 8	18
Grade 9	15
Grade 10	31
Grade 11	52
Grade 12	81
Total Enrollment	234



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

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	52.60%	English Learners	9.00%
Male	45.70%	Foster Youth	0.90%
Non-Binary	1.70%	Homeless	2.60%
American Indian or Alaska Native	0.40%	Migrant	0.00%
Asian	1.30%	Socioeconomically Disadvantaged	73.10%
Black or African American	12.00%	Students with Disabilities	21.40%
Filipino	0.40%		
Hispanic or Latino	65.80%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	0.90%		
White	18.40%		

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)	9.40	55.50%	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)	1.60	9.77%	38.30	5.02%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.20	18.95%	17.90	2.34%	11953.10	4.28%
Unknown/Incomplete/NA	2.60	15.72%	66.10	8.67%	15831.90	5.67%
Total Teaching Positions	16.90	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)	4.50	27.52%	580.10	79.31%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.60	1.19%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	52.00	7.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.80	23.27%	20.60	2.83%	11746.90	4.23%
Unknown/Incomplete/NA	8.10	49.09%	69.80	9.55%	14303.80	5.15%
Total Teaching Positions	16.50	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)	1.60	10.57%	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)	1.00	6.37%	139.60	18.73%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.60	23.18%	13.50	1.81%	12112.80	4.34%
Unknown/Incomplete/NA	9.30	59.75%	31.30	4.20%	13705.80	4.91%
Total Teaching Positions	15.70	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	1.60	0	1.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	1.60	0	1.00

**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	3.20	3.8	3.60
Total Out-of-Field Teachers	3.20	3.8	3.60

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)	0%	0%	1.00%
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%	0.00%

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	Edgenuity Materials English Language Arts 6 English Language Arts 7 English Language Arts 8 English Language Arts 9 a-g H EX English Language Arts 10 a-g H EX English Language Arts 11/American Lit a-g H EX English Language Arts 12/British Lit a-g H EX Expository Reading and Writing a-g EX Classic Novels and Author Studies** ** Supplemental modules (can be used alongside other courses or customized into other ELA courses in place of existing novel studies)	0
Mathematics	Math 6 Math 7 Math 8 Accelerated Math 7/8 Grace 8 Algebra I Grace 8 Mathematics I Pre-Algebra EX Supportive Algebra (year 1 of 2) Supportive Algebra (year 2 of 2) Algebra I a-g H EX ? Geometry a-g H EX	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Algebra II a-g H EX Pre-Calculus a-g H EX Mathematics I a-g H EX Mathematics II a-g H EX Mathematics III a-g H EX Mathematics Analysis* a-g Trigonometry* a-g EX Statistics and Probability a-g Linear Algebra a-g EX	
Science	Integrated Science 6 Integrated Science 7 Integrated Science 8 HIGH SCHOOL, THREE-COURSE PATHWAY The Living Earth a-g H Chemistry in the Earth System a-g H Physics in the Universe a-g H HIGH SCHOOL, FOUR-COURSE PATHWAY Biology a-g H EX Chemistry a-g H EX Physics a-g H Earth and Space Science a-g	0
History-Social Science	MS World History and Geography: Ancient Civilizations MS World History and Geography: Medieval and Early Modern Times MS United States History and Geography Modern World History a-g Principles of American Democracy* a-g H U.S. History and Geography a-g H EX	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	World History, Culture, and Geography a-g H EX Civics and Citizenship* Ethnic Studies*	
Foreign Language	MIDDLE SCHOOL Spanish 1 Spanish 2 French 1 French 2 Chinese 1 Chinese 2 HIGH SCHOOL Spanish I a-g E EX Spanish II a-g E EX Spanish III a-g E French I a-g E EX French II a-g E EX French III a-g E Chinese I Chinese II	0
Health	Health (Health Curriculum developed in Secondary Health Curriculum Files alignment with California Healthy Kids Act (CHYA))	0
Visual and Performing Arts	Art History I Visual Arts	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

CIS is located on the Wilson campus along with other PUSD Programs.

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	Exemplary
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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)	43%	40%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	31%	35%	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	149	92	61.74%	38.26%	40.22%
Female	78	52	66.67%	33.33%	34.62%
Male	69	39	56.52%	43.48%	46.15%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	23	12	52.17%	47.83%	16.67%
Filipino	--	--	--	--	--
Hispanic or Latino	89	59	66.29%	33.71%	38.98%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	31	17	54.84%	45.16%	58.82%
English Learners	14	8	57.14%	42.86%	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	96	60	62.50%	37.50%	35.00%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	34	18	52.94%	47.06%	27.78%

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	149	82	55.03%	44.97%	34.57%
Female	78	48	61.54%	38.46%	25.53%
Male	69	33	47.83%	52.17%	45.45%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	23	10	43.48%	56.52%	--
Filipino	--	--	--	--	--
Hispanic or Latino	89	54	60.67%	39.33%	30.19%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	31	14	45.16%	54.84%	71.43%
English Learners	14	7	50.00%	50.00%	--
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	96	52	54.17%	45.83%	33.33%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	34	17	50.00%	50.00%	18.75%

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)	22.06%	26.88%	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	159	96	60.38%	39.62%	26.88%
Female	91	57	62.64%	37.36%	26.79%
Male	65	37	56.92%	43.08%	27.78%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	0	0	0%	0%	0%
Black or African American	20	11	55.00%	45.00%	18.18%
Filipino	--	--	--	--	--
Hispanic or Latino	105	68	64.76%	35.24%	22.39%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	28	12	42.86%	57.14%	45.45%
English Learners	13	5	38.46%	61.54%	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	90	55	61.11%	38.89%	27.78%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	36	15	41.67%	58.33%	13.33%

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 in PUSD are offered courses in the following CTE Industry Sectors:

Arts, Media, and Entertainment

Business and Finance

Engineering and Architecture

Health Science and Medical Technology

Hospitality, Tourism, and Recreation

Information and Communication Technologies

Public Service

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>

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

Measure	CTE Program Participation
Number of Pupils Participating in CTE	40
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	--
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	98.32%
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission	33.33%

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
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Note: The administration 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)

There are numerous opportunities for parents to be involved at CIS. Perhaps the largest one is that every parent has numerous opportunities to interact with their child's teacher. Parents are contacted weekly regarding their child's progress and many conversations, both written and oral are held numerous times throughout the year.

Families are invited to our Back to School nights; open houses as well as special events such as our eclipse day and equestrian shows. We also have asked the public to judge our Senior Defense program as well as participate in our charitable activities such as our toy drive and shoe collection fundraiser. We also welcome parents to join our School Site Council, our school's governing body.

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.

Contact information: Office of Family and Community Engagement, (626) 396-3600 ext. 88191

State Priority: Pupil Engagement

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

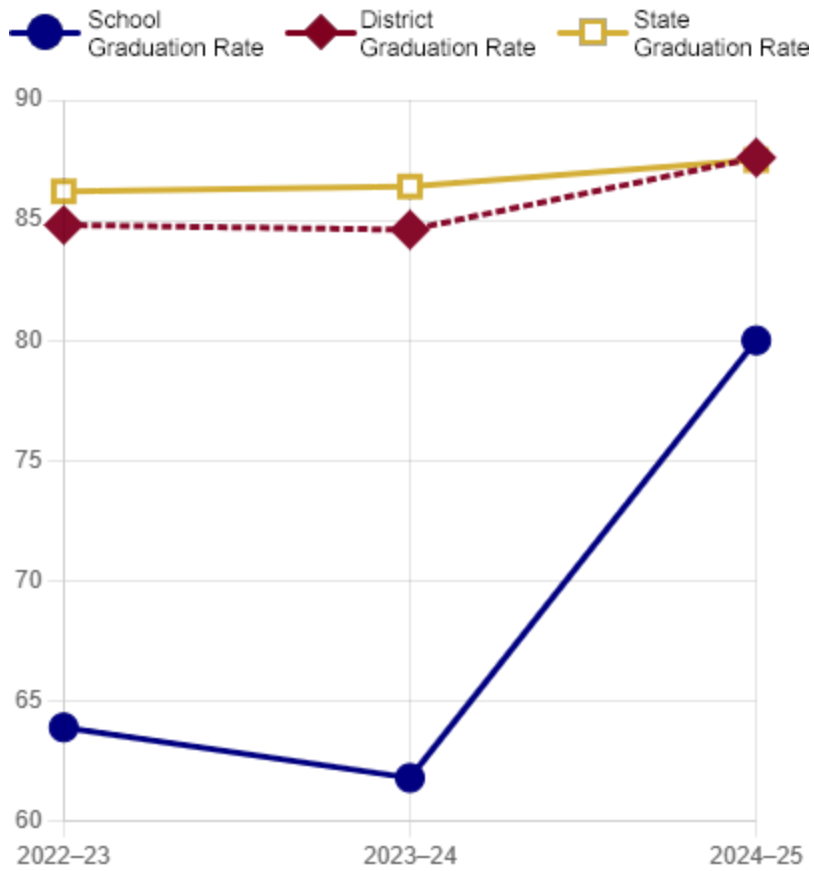
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

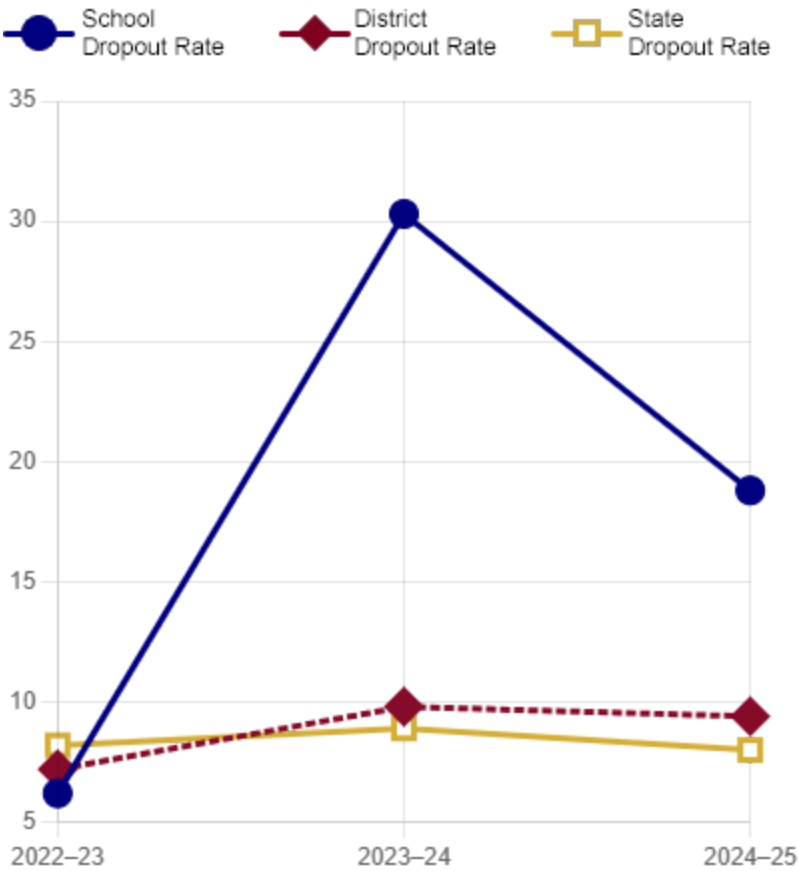
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate	63.9%	61.8%	80.0%	84.8%	84.6%	87.6%	86.2%	86.4%	87.5%
Dropout Rate	6.2%	30.3%	18.8%	7.2%	9.8%	9.4%	8.2%	8.9%	8.0%

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	80	64	80.0%
Female	48	37	77.1%
Male	31	26	83.9%
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00%
Asian	0	0	0.00%
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	53	39	73.6%
Native Hawaiian or Pacific Islander	0	0	0.00%
Two or More Races	--	--	--
White	14	13	92.9%
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	11	7	63.6%
Socioeconomically Disadvantaged	67	54	80.6%
Students Receiving Migrant Education Services	0.0	0.0	0.0%
Students with Disabilities	19	16	84.2%

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	370	346	237	68.5%
Female	198	185	120	64.9%
Male	166	156	112	71.8%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	46	42	28	66.7%
Filipino	--	--	--	--
Hispanic or Latino	227	216	153	70.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	70	66	43	65.2%
English Learners	31	29	20	69.0%
Foster Youth	--	--	--	--
Homeless	14	14	9	64.3%
Socioeconomically Disadvantaged	277	260	178	68.5%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	77	74	49	66.2%

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	0.00%	0.00%	0.00%	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	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	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	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	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 supervision aides, resource teachers, and the principal. Teachers help supervise students during recess. 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 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.

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.

Safety Plans can be found here: <https://cis.pusd.us/about/school-site-safety-plan>

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 (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	14	0	0
1	7.00	8	0	0
2	7.00	7	0	0
3	7.00	8	0	0
4	12.00	7	0	0
5	15.00	8	0	0
6	3.00	42	0	0

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
Other**	39.00	0	1	1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	2.00	6	0	0
1	0.00	0	0	0
2	3.00	7	0	0
3	3.00	6	0	0
4	6.00	7	0	0
5	8.00	6	0	0
6	4.00	31	0	0
Other**	22.00	0	2	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	1.00	5		
1	2.00	7		
2				
3	5.00	8		
4	2.00	7		
5	5.00	7		
6	4.00	20		
Other**	15.00	1		

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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	5.00	92	0	0
Mathematics	5.00	83	0	0
Science	4.00	90	0	0
Social Science	6.00	71	0	0

* 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	6.00	82		
Mathematics	6.00	81		
Science	6.00	83		
Social Science	7.00	63		

* 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	6.00	81		
Mathematics	6.00	79		
Science	6.00	87	1	
Social Science	7.00	65		

* 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*	0.5

* 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)	0.50
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other**	1.00

* 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)

CIS Academy is the only TK-12 school in the district.. The school caters to a diverse student population, including those who have opted for alternative education due to various personal circumstances. These include students who did not wish to return to in-person schooling, as well as "at-risk" students who may be more successful in a non-traditional setting. This may involve students needing credit recovery, those who are medically fragile, teen parents, students working to support families or pursuing careers (such as in the performing arts), as well as those facing homelessness or dealing with substance abuse issues. CIS also serves students who are accelerating their education by dual enrolling in college courses, as well as those who are age-inappropriate for their grade level or substantially behind in credits, and those transitioning to adult school programs or involved in dropout recovery.

CIS Academy is a digital school, utilizing technology such as Chromebooks and Haiku to deliver its curriculum. The school also offers a **Career and Technical Education (CTE) Pathway Program**, which includes a **Medical Arts Program** and a **Careers Development Program**. These funded programs provide students with practical career skills and the opportunity to explore various professional pathways.

The school maintains strong connections with several community agencies and organizations, which provide crucial support services. Parent and community groups such as the **English Language Acquisition Committee** and **School Site Council** contribute to school governance and decision-making. In addition, CIS Academy has formed community partnerships with organizations like **Kaiser**,

Huntington Hospital, Lions Club, City of Hope, PetSmart, Flintridge Foundation, College Access Plan, Pasadena Bioscience Collaborative, and **Pasadena City College.** These partnerships offer a range of educational and health-related services, as well as college access resources for students.

To address mental health needs, **The Sycamore Group** provides therapeutic counseling for students with Medi-Cal coverage. For those who do not qualify for this service, the school refers students to external agencies. **The Armory**, in collaboration with the Pasadena Art Center and Foundation, offers a variety of art classes, such as sketching, drawing, painting, and collage, funded to provide creative outlets and skill-building opportunities for students.

CIS students are also enrolled in college-level courses through **Pasadena City College**, which are taught on-site and provide students with college credit. These funded college courses offer students the opportunity to accelerate their education and earn credits toward a higher education degree.

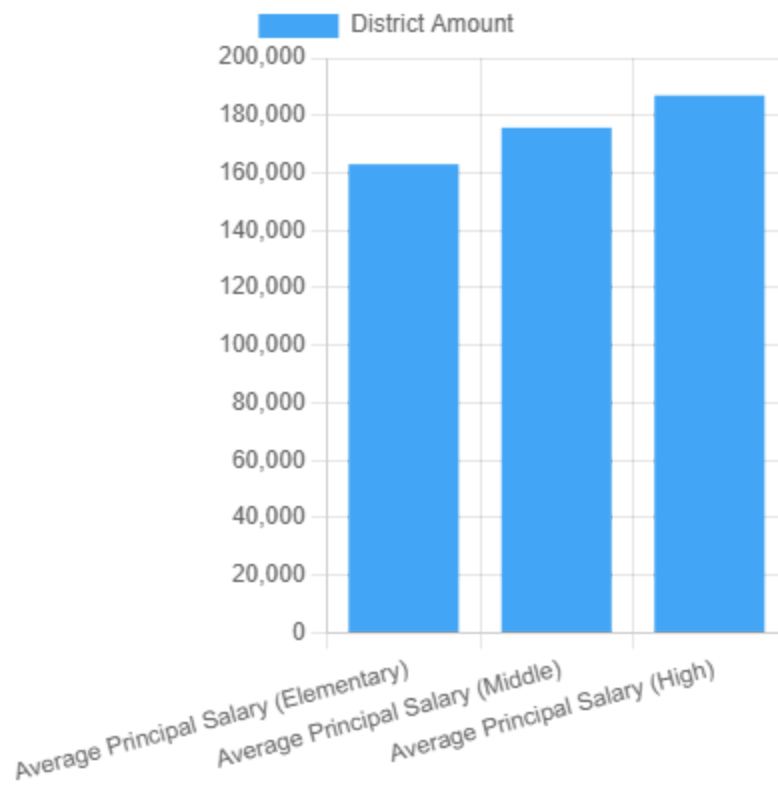
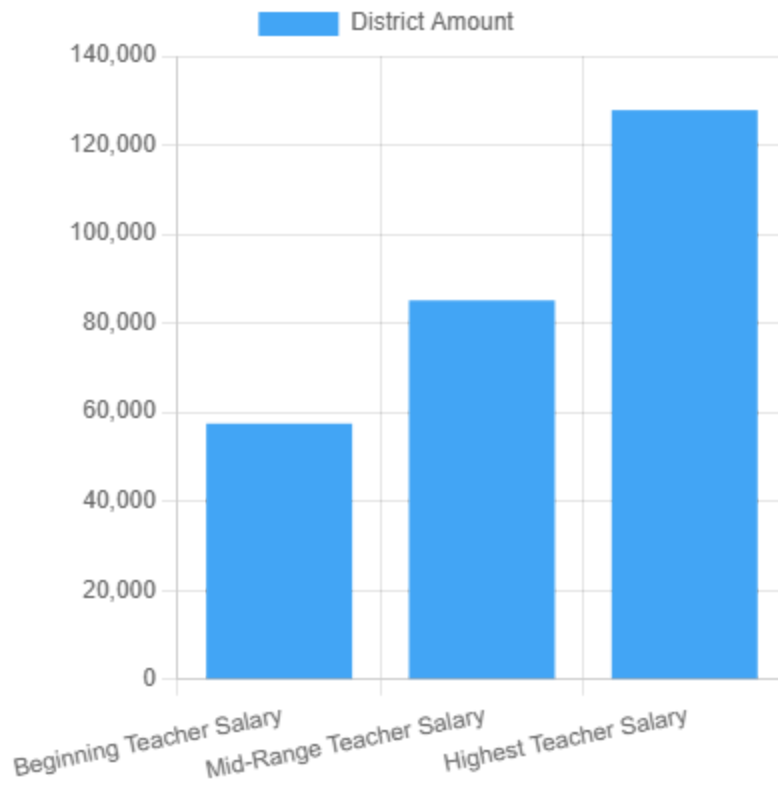
Additionally, CIS Academy works with the **LEARNS Program**, which offers after-school activities like **Driver's Education, handball,** and **tutoring services** to support academic success. The school also contracts with **College Access Plan**, a nonprofit organization that provides college counseling services to all students, ensuring they have the guidance and resources needed to pursue higher education opportunities.

These various funded programs and partnerships work together to support CIS Academy's students, offering them a comprehensive and individualized educational experience designed to address their unique needs and help them succeed academically, personally, and professionally.

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 0 %

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

* 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