

Charles W. Eliot Middle
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School
Year
California Department of Education

Address: 2184 North Lake Ave.
Altadena, CA , 91001-
2443

Principal: Lanisha McKenzie,
Principal

Phone: (626) 396-5680

Grade 6-8
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

Lanisha McKenzie, Principal

📍 Principal, Charles W. Eliot Middle

About Our School



Lanisha McKenzie has served as Assistant Principal of Marshall Fundamental Secondary School since 2016, bringing nearly a decade of dedicated leadership to the school community. She holds a Bachelor of Arts from the University of California, Riverside, and a Master's Degree in Educational Administration, along with an Administrative Services Credential, from California State University, Los Angeles. Prior to her work in school administration, Ms. McKenzie was a lead teacher, where she modeled high-quality instructional practice and supported the development of innovative, student-centered learning. Throughout her career, she has been a strong advocate for college and career readiness, supporting the implementation of Linked Learning pathways in PUSD, fostering positive school culture, and partnering closely with teachers, students, and families to promote equity, engagement, and academic success.?

Contact

Charles W. Eliot Middle
2184 North Lake Ave.
Altadena, CA 91001-2443

Phone: (626) 396-5680

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	Charles W. Eliot Middle
Street	2184 North Lake Ave.
City, State, Zip	Altadena, CA , 91001-2443
Phone Number	(626) 396-5680
Principal	Lanisha McKenzie, Principal
Email Address	mckenzie.lanisha@pusd.us
Website	http://eliot.pusd.us
Grade Span	6-8
County-District-School (CDS) Code	19648816058465

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

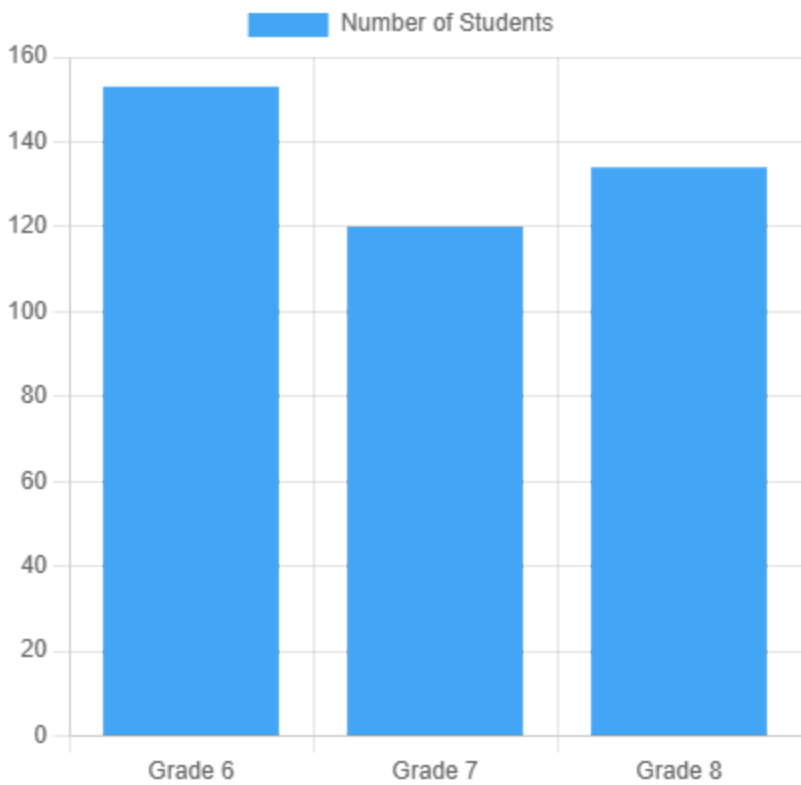
Eliot Arts is an innovative magnet school. We nurture middle school students' academic achievement through music, dance, theater arts, and visual arts. Our artists-in-residence collaborate with students and teachers to bring creativity and innovation into all subjects. Students learn to play and analyze music; develop dance techniques and choreography; perform and produce theatrical shows; and present digital and studio art projects. Students create in our dance studio, visual art studios, Mac lab, costume shop, garden, and newly refurbished auditorium.

Eliot Arts is an innovative magnet school. We nurture middle school students' academic achievement through music, dance, theater arts, and visual arts. Through a conservatory model, arts are integrated into all content areas during the school day as well as after school where students get to select from a variety of integrated classes or through a pathway focusing on a specific arts genre.

Our Mission: We provide a nurturing, rigorous and arts-integrated learning environment where children are taught how to think, not what to think.

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

Grade Level	Number of Students
Grade 6	153
Grade 7	120
Grade 8	134
Total Enrollment	407



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

Student Group	Percent of Total Enrollment
Female	49.60%
Male	49.90%
Non-Binary	0.50%
American Indian or Alaska Native	0.00%
Asian	1.70%
Black or African American	22.40%
Filipino	2.00%
Hispanic or Latino	53.80%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	4.90%
White	12.80%

Student Group (Other)	Percent of Total Enrollment
English Learners	5.40%
Foster Youth	1.20%
Homeless	2.20%
Migrant	0.00%
Socioeconomically Disadvantaged	74.70%
Students with Disabilities	23.80%

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)	19.50	78.67%	633.30	82.92%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.60	2.65%	7.90	1.05%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	5.34%	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	3.30	13.25%	66.10	8.67%	15831.90	5.67%
Total Teaching Positions	24.90	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)	20.80	78.12%	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)	4.30	16.22%	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	1.50	5.66%	69.80	9.55%	14303.80	5.15%
Total Teaching Positions	26.60	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)	17.40	71.45%	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)	6.40	26.46%	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	0.50	2.04%	31.30	4.20%	13705.80	4.91%
Total Teaching Positions	24.40	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	2	0.00
Misassignments	1.30	2.3	6.40
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	1.30	4.3	6.40

**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)	5.3%	5.8%	38.60%
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%	3.00%

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	StudySync ELA (2021) consumable workbook & digital	English - Grades 6	0
	StudySync ELA (2021) consumable workbook & digital	English - Grades 7	
	StudySync ELA (2021) consumable workbook & digital	English - Grades 8	
	Edge Introduction Course - Grammar and Writing Practice Book (2009)	English Language Development Level A-D	
	Edge Introduction Course - Grammar and Writing Practice Book (2014)	English Language Development Level A-D	
	Edge Introduction Course - Interactive Reader Workbook	English Language Development Level A-D	
	English 3D Course A Volume 2	ALD 6th - 12th	
	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	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Mathematics	iReady Classroom Math 6 and Math 6 6: Vol 1 (2024) Honors iReady Classroom Math 6 and Math 6 6: Vol 2 (2024) Honors iReady Classroom Math 7 7: Vol 1 (2024) iReady Classroom Math 7 7: Vol 2 (2024) iReady Classroom 8th Grade/(8th Marshall) and 7th Grade Honors Math 8: Vol 1 (2024) iReady Classroom 8th Grade/(8th Marshall) and 7th Grade Honors Math 8: Vol 2 (2024) Reveal Integrated Math I (Digital Access) Integrated Math I/Math I Honors	0
Science	STEMScopes 6th-12th Licenses Access Science Access Science Workbook STEMScopes Grades 6-12 EL Science 6-12 EL Science 6-12	0
History-Social Science	The Ancient World The Medieval World The US through Industrialization The Ancient World Interactive Workbook 6th Grade History 7th Grade History 8th Grade History 6th Grade History	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	The Medieval World Interactive Workbook 7th Grade History The US Through Industrialization Interactive Workbook 8th Grade History HA! Ancient World: Interactive Student Notebook 6th Grade History HA! Medieval World & Beyond: Interactive Student Notebook 7th Grade History HA! US through Industrialism: Interactive Student Notebook 8th Grade History	
Foreign Language	Nuevas Vistas Corso Introduction DLIP 6th Grade SLA Nuevas Vistas Corso Uno DLIP 7th Grade SLA Nuevas Vistas Corso Dos DLIP 8th Grade SLA me llamo Rigobeta Menchu y asi me nacio la conciencia	0
Health	Health (Health Curriculum developed in alignment with California Healthy Kids Act (CHYA) Secondary Health Curriculum Files	0
Visual and Performing Arts		0
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

The Eliot Building does not have a current Facilities Inspection Tool (FIT) report because the facility was destroyed in the Eaton Fire and is no longer safe or habitable for students and staff. The school is therefore not operating at the Eliot site at this time, and students and staff are temporarily housed on a shared campus with McKinley.

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: Not Available

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		Building not in use
Interior: Interior Surfaces		Building not in use
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		Building not in use
Electrical: Electrical		Building not in use
Restrooms/Fountains: Restrooms, Sinks/Fountains		Building not in use
Safety: Fire Safety, Hazardous Materials		Building not in use
Structural: Structural Damage, Roofs		Building not in use
External: Playground/School Grounds, Windows/Doors/Gates/Fences		Building not in use

Overall Facility Rate

Year and month of the most recent FIT report: Not Available

Overall Rating

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)	22%	28%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	10%	15%	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	354	346	97.74%	2.26%	28.12%
Female	178	174	97.75%	2.25%	35.26%
Male	174	170	97.70%	2.30%	20.59%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	81	80	98.77%	1.23%	15.00%
Filipino	--	--	--	--	--
Hispanic or Latino	192	189	98.44%	1.56%	22.75%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	22	20	90.91%	9.09%	52.63%
White	44	43	97.73%	2.27%	60.47%
English Learners	15	14	93.33%	6.67%	0.00%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	190	186	97.89%	2.11%	19.89%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	88	83	94.32%	5.68%	8.43%

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	353	346	98.02%	1.98%	15.03%
Female	177	174	98.31%	1.69%	18.97%
Male	174	170	97.70%	2.30%	10.59%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	81	80	98.77%	1.23%	5.00%
Filipino	--	--	--	--	--
Hispanic or Latino	192	189	98.44%	1.56%	8.99%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	21	20	95.24%	4.76%	30.00%
White	44	43	97.73%	2.27%	41.86%
English Learners	15	14	93.33%	6.67%	0.00%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	189	186	98.41%	1.59%	12.90%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	88	83	94.32%	5.68%	6.02%

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)	18.71%	14.68%	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	117	116	99.15%	0.85%	15.52%
Female	57	56	98.25%	1.75%	16.07%
Male	60	60	100.00%	0.00%	15.00%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	30	29	96.67%	3.33%	3.45%
Filipino	--	--	--	--	--
Hispanic or Latino	62	62	100.00%	0.00%	17.74%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	13	13	100.00%	0.00%	30.77%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	69	69	100.00%	0.00%	15.94%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	31	31	100.00%	0.00%	9.68%

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: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
7	89.9%	90.8%	89.9%	89.9%	91.7%

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)

There are a variety of ways that parents can participate in school activities. The PTSA offers a number of activities that allow parents, teachers, and students to work together to improve our overall school climate. Each year, PTSA hosts a Fall Extravaganza which includes carnival games, and student performances. The money raised supports monthly teacher appreciation luncheons or breakfasts. PTSA also contributes support for the Spring Musical and the 8th grade end of year activities.

Annual Fund raises money to support school wide projects such as an expansion of the stage and buses for various field trips. Their annual Fauxhella event brings students together with local businesses and artist who perform together in an end of year concert.

A series of Parent workshops have been facilitated by partnerships with Young and Health and the Cal Fresh Health Living Program. Each month parents are invited to learn about mental and physical health, healthy meal prep and tips for parents to communicate with their children.

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

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	430	419	133	31.7%
Female	214	210	66	31.4%
Male	214	207	66	31.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	95	92	28	30.4%
Filipino	--	--	--	--
Hispanic or Latino	230	227	80	35.2%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	20	20	4	20.0%
White	59	55	14	25.5%
English Learners	27	26	9	34.6%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	340	335	119	35.5%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	105	101	34	33.7%

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	9.05%	13.89%	13.72%	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	13.72%	0.00%
Female	9.35%	0.00%
Male	18.22%	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	28.42%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	11.30%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	3.39%	0.00%
English Learners	7.41%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	14.71%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	15.24%	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. District support teams have worked together with the Pasadena Public Health Department to develop school safety plans that address and minimize the potential spread of COVID-19.

Eliot's Safety Plans can be found here: <https://eliot.pusd.us/about/eliot-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	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
5	0.00	0	0	0
6	11.00	61	10	0
Other**	0.00	0	0	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 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	0	0	0
1	0.00	0	0	0
2	0.00	0	0	0
3	0.00	0	0	0
4	0.00	0	0	0
5	0.00	0	0	0
6	11.00	101	14	1
Other**	0.00	0	0	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				
2				
3				
4				
5				
6	17.00	40	19	4
Other**				

* 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	15.00	16	3	3
Mathematics	17.00	12	5	1
Science	17.00	9	6	3
Social Science	16.00	11	6	2

* 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	15.00	15	5	1
Mathematics	18.00	8	6	
Science	19.00	8	5	1
Social Science	16.00	11	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 2024–25)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	17.00	8	5	2
Mathematics	18.00	7	4	3
Science	21.00	4	6	2
Social Science	21.00	4	6	2

* 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*	1

* 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)	1.00
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	1.00
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other**	0.00

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

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

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

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

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

Types of Services Funded (Fiscal Year 2024–25)

Eliot School is dedicated to providing a well-rounded and enriching educational experience for its students, supported by various funded services designed to enhance academic achievement, school climate, and student engagement. These services include:

- **Artist-in-Residence Program:** Eliot hosts two artists in residence, whose primary role is to provide arts integration professional development for teachers. These artists help educators incorporate art into their core curriculum, fostering creativity and critical thinking across subjects. In addition, the artists offer classroom support, which has been shown to improve student achievement, enhance school climate, and increase attendance. Funding for this program ensures that both teachers and students benefit from regular exposure to the arts in their learning environments.
- **Response to Intervention (RTI) Support:** Eliot employs a dedicated Response to Intervention (RTI) Coach who works with teachers to enhance classroom climate and ensure that all students receive the support they need to succeed. The RTI Coach provides targeted Tier 1, 2, and 3 interventions to address various academic and behavioral challenges. These interventions, funded to meet the diverse needs of students, help close achievement gaps and promote overall student success.
- **After-School LEARNs Program:** The LEARNs program at Eliot provides students with an after-school opportunity for academic enrichment and

personal growth. In addition to academic support, the program offers a variety of extracurricular activities such as Ceramics, Harmony Project (a music program), Sewing Lab, and PCC Tutoring. These funded programs are designed to support students' academic development while offering them creative outlets and skills that extend beyond the classroom.

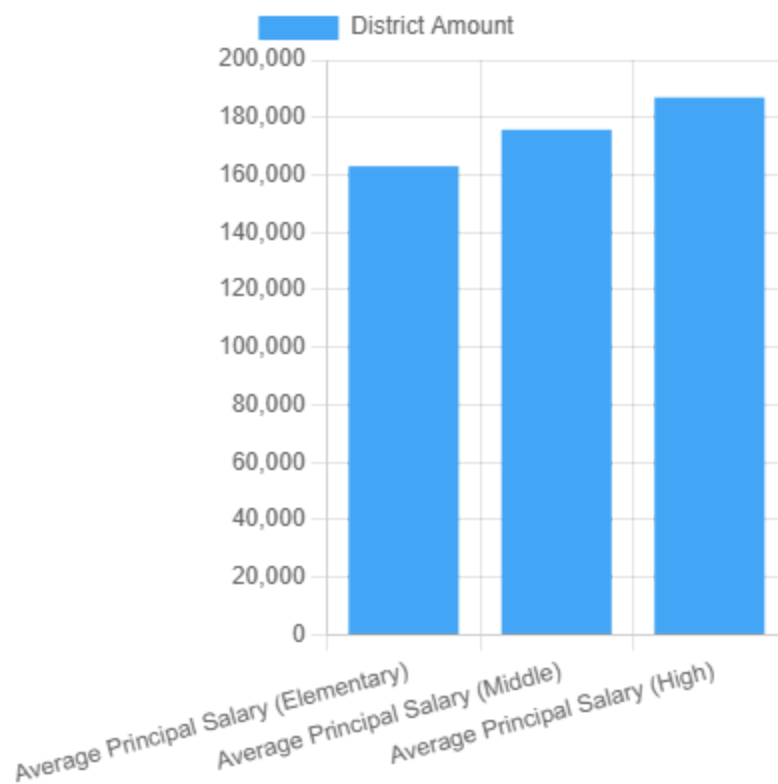
- **Arts Electives and Enrichment:** Eliot offers a wide array of engaging arts electives and after school conservatory classes, all of which are funded to provide students with opportunities to explore their creative potential. These electives include Dance, Drama, 2D Art, 3D Art, Rock Band, Choir, and instrumental groups such as Marching Band, Concert Band, Orchestra, and Drumline. These programs allow students to develop their talents, build confidence, and work collaboratively in musical and performance arts settings, enriching the overall school experience.

Through these funded services, Eliot School ensures that its students have access to high-quality instruction, a supportive learning environment, and a variety of extracurricular opportunities that foster both academic and personal growth.

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/>.



Professional Development

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