



**PUSD**  
Pasadena Unified School District

**SUPERINTENDENT**

*Jon R. Gundry*

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**DISTRICT MISSION STATEMENT**

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

*\* Data in this report are reflective of the 2010-11 school year unless otherwise noted.*

# *Charles W. Eliot*

## *Middle School*



*Peter Pannell*, Principal  
2184 North Lake Avenue  
Altadena, CA 91001  
(626) 396-5680

**2010-2011 School Accountability Report Card**

*Published in the 2011-2012 School Year*

**Principal's Message**

Charles W. Eliot is committed to the academic and social success of all students. We believe that through rigorous and relevant instruction, students will continue their journey in life long learning. We implement standards-based curriculum in all core subjects, and exciting elective courses in the areas of art, music, dance, drama, and computer technology. We believe that all students have the right to and desire a safe, nurturing environment in which to transition from adolescence into adulthood. Our goal is to produce students who enter high school at and above grade level.

We believe in the importance of family participation through PTA, School Site Council, English Language Advisors Council (ELAC), and African American Advisory Council. Our standards-based program integrates specific school-level prevention and intervention activities into a comprehensive learning support system that responds to student and family needs, and addresses learning problems immediately when they appear.

The children and families of Eliot Middle School are provided with a community-supported environment that helps them reach their highest potential in a diverse community. We are committed and continue to hold high expectations, invite change, celebrate success and learn from daily challenges. We embrace diversity within a community where the first measure of the quality of the school is that the students are provided with work, tasks, and intellectual activities that engage them.

Students, staff, parents, and the Pasadena community are jointly involved in making Eliot a clean, safe, and inviting campus to visit and work.

**School Vision & Mission**

The Eliot Middle School community takes personal responsibility for its role in promoting academic achievement and professional growth. Our diverse culture encourages respect, fosters a commitment to learning and helps prepare our students to meet life's challenges.

It is the mission of the Eliot Middle School to develop effective programs and dynamic community partnerships. We are committed, through parent communication, creativity, effective teaching, and motivation to promoting a sense of well being and responsibility for our children and their families. Our systematic model focuses on serving the WHOLE child and involves the entire community, where parents and teachers collaborate as partners. Eliot Middle School teachers celebrate the diversity of our students, staff, and community through standards-based curriculum and assessment, student and family activities, and staff development. Students, staff, parents, and the community are jointly involved in making Eliot Middle School a clean, safe and prosperous campus to visit and work.

**Community & School Profile**

Pasadena is located just 15 minutes from downtown Los Angeles, at the base of the San Gabriel Mountains. The city's popular shops and restaurants blend comfortably with tree-lined streets, distinctive neighborhoods, historic buildings and a vibrant cultural scene. Pasadena is most famous for the annual Tournament of Roses Parade and Rose Bowl Game.

Eliot Middle School is one of three middle schools in the district, which also consists of 18 elementary schools and five high schools. Eliot Middle School is nestled in the San Gabriel Mountains just northwest of Pasadena in the beautiful community of Altadena. During the 2010-11 school year, 805 students were enrolled in grades six through eight. The chart displays student enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group	
2010-11	
	Percentage
African American/Black	26.3%
American Indian	0.1%
Asian	0.4%
Filipino	0.9%
Hispanic or Latino	63.1%
Pacific Islander	0.1%
White	5.3%
Two or More	2.7%
None Reported	1.0%

### Discipline & Climate for Learning

Students at Eliot Middle School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Eliot Middle School's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. The school teaches discipline through the Monday Advisory.

Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and PUSD Handbooks for appropriate and expected standards of conduct. Parents and students are required to sign and return a form stating that they received and read the student handbook. Monthly newsletters and daily bulletins review any rules that have not been followed properly.

Eliot Middle School introduced the Olweus Anti Bully Prevention Program to all students. Students receive instruction and hands-on activities during each Monday Advisory.

The Suspensions and Expulsions table displays the total number and percentage of incidents at the school and in the district. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	School			District		
	08-09	09-10	10-11	08-09	09-10	10-11
Suspensions	158	276	480	3946	2376	3094
Suspension Rate	25.2%	38.1%	59.6%	19.2%	11.8%	15.6%
Expulsions	0	1	2	17	10	9
Expulsion Rate	0.0%	0.1%	0.2%	0.1%	0.0%	0.0%

### School Attendance

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Eliot Middle School. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. Students who are habitually absent from school are visited by the school police to find a way to get them to school. Thanks to a grant to decrease middle and high school dropout rates, the school now has two full-time staffers to monitor attendance.

Students are encouraged to arrive to class on time. Eliot Middle School has a detention program and a Beautification Program for students who are tardy to class. Students in the Beautification Program are required to pick up papers and trash around campus and make sure the planter boxes are clean.

Students are referred to the district's School Attendance Review Board (SARB) and the District Attorney's Office when they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school and district counseling are not effective.

### Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. In the 2008-09 and 2009-10 school years, the district offered three development days, and in the 2010-11 school year, the district offered one staff development day. During these sessions, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

In the 2010-11 school year, staff development topics included:

- Data Analysis
- Next Steps Instructional Strategies for Differentiation

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

### Teacher Assignment

Pasadena Unified School District recruits and employs only the most qualified credentialed teachers available. During the 2010-11 school year, Eliot Middle School staffed 36 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	08-09	09-10	10-11	10-11
Fully Credentialed	27	30	36	752
Without Full Credentials	2	0	0	8
Working Outside Subject	3	1	0	7

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English learners) does not hold a legally recognized certificate or credential.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

	Misassignments/Vacancies		
	09-10	10-11	11-12
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>1</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered "Highly Qualified." Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	97.0%	3.0%
High-Poverty Schools in District	96.5%	3.5%
Low-Poverty Schools in District	100.0%	0.0%

## Counseling & Other Support Services

In addition to academics, the staff at Eliot Middle School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need. Psychologists and counselors are devoted to helping students deal with problems and assisting them to reach positive goals. The academic counselor-to-pupil ratio is 1:805. The chart displays a list of support services that are offered to students at Eliot Middle School.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Academic Counselor	1	1.0
Bilingual Aide	2	1.0
Health Aide	1	1.0
Librarian	1	1.0
Nurse	1	1.0
Occupational Therapist		As Needed
Psychologist	1	0.8
Resource Specialist Program (RSP) Teacher	2	2.0
RSP Aide	2	2.0
SDC Aide	5	5.0
Special Day Class (SDC) Teacher	3	3.0
Speech and Language Specialist	1	0.5

Foothill Family Mental Health Services offers individual and family therapy and group counseling as the need arises. Eliot Middle School offers academic assistance and specialized instruction to students with special needs. Based on Individual Education Plans (IEP), identified students may receive specialized assistance from the Resource Specialist Program, RSP instructional aides, assistance through an after-school intervention program, and Special Day Classes.

English Learner (EL) students receive specialized services and instruction in an environment conducive to maximizing English language acquisition, including instruction provided by appropriately credentialed teachers and assistance from an instructional aide.

Eliot Middle School recognizes that students with special gifts and talents need a more challenging curriculum and instruction. The Gifted and Talented Education (GATE)/Honors Program is offered to students in grades six through eight. GATE/Honors students receive differentiated instruction or are placed in subject-specific honors classes.

Seventh and eighth grade students have the opportunity to take the PSAT each October. Counselors visit classrooms to explain college entrance requirements for the UC and CSU systems, and other private schools. Counselors also coordinate registration and programming of students into the high school of their choice with graduation and college in mind.

Tutoring classes, held after school and on Saturdays, are conducted by teachers and JPL Employees. Additionally, Pasadena City College organizes African-American and Latino girls' and moms' College Workshops. These workshops are informative and a wonderful resource for parents in accessing an affordable higher education.

## Class Size Distribution

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

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	09	10	11	09	10	11	09	10	11			
By Grade Level												
6	23	33	29	1	1	18	1	4	3	-	12	43
7	-	27	18	-	7	50	-	15	39	-	6	5
8	-	32	21	-	1	37	-	14	35	-	18	15
By Subject Area												
English	26	27	24	5	6	9	7	13	13	4	7	10
Math	32	27	24	-	4	12	2	16	11	4	8	9
Science	32	27	25	1	8	7	8	7	17	7	11	7
Social Science	31	27	25	3	7	9	8	8	19	6	11	10

## Instructional Minutes & Minimum Days

In the 2010-11 school year, all instructional time exceeded the daily instructional minute requirements specified in the California Education Code. The district also provided two minimum days for Back-to-School Night and Open House.

Instructional Minutes By Grade Level		
	Minutes Required	Actual Minutes
6-8	54,000	60,975

## Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Eliot Middle School. These measure students' actual progress as well as the effectiveness of the instructional program. Eliot Middle School utilizes the Gates McGinnity Reading Assessments, Corrective Reading SRA, and Prentice Hall Skills and Intervention (math assessment).

## Academic Performance Index

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

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

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

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2011 Growth API at the school, district, and state level.

API School Results			
	2008	2009	2010
Statewide	1	2	2
Similar Schools	2	8	4
Group	08-09	09-10	10-11
All Students at the School			
Actual API Change	97	3	10
Black or African American			
Actual API Change	97	21	-17
Hispanic or Latino			
Actual API Change	86	-8	23
Socioeconomically Disadvantaged			
Actual API Change	101	-10	6
English Learners			
Actual API Change	87	-24	15

	Growth API					
	School		District		State	
	Number of Students	Growth Score	Number of Students	Growth Score	Number of Students	Growth Score
All Students at the School	738	693	13,484	759	4,683,676	778
Black or African American	189	652	2,268	715	317,856	696
Hispanic or Latino	469	696	8,273	735	2,406,749	729
White	42	741	1,780	858	1,258,831	845
Two or More Races	19	805	431	858	76,766	836
Socioeconomically Disadvantaged	601	667	9,620	726	2,731,843	726
English Learners	234	627	4,683	683	1,521,844	707
Students with Disabilities	108	473	1,561	563	521,815	595

## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

	Federal Intervention Programs	
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2010-2011	2011-2012
Year in PI (2011-12)	Year 2	Year 1
# of Schools Currently in PI	-	17
% of Schools Identified for PI	-	51.52%

The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
Made AYP Overall	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Met AYP Criteria	Yes	Yes	Yes	Yes
Participation Rate	No	No	No	No
Percent Proficient	Yes		Yes	
API School Results	N/A		No	
Graduation Rate				

## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2009	2010	2011	2009	2010	2011	2009	2010	2011
English/Language Arts	33	38	38	46	49	50	50	52	54
Mathematics	29	23	31	43	44	45	46	48	50
Science	42	42	43	41	45	48	50	53	56
History/Social Science	21	27	30	35	39	39	41	44	48

California Standards Test (CST)				
Subject	Subgroups			
	English/ Language Arts	Mathematics	Science	History/Social Science
District	50	45	48	39
School	38	31	43	30
African American/Black	33	25	49	31
Hispanic or Latino	36	30	39	29
White	59	50	*	*
Males	35	30	38	30
Females	42	31	50	30
Socioeconomically Disadvantaged	33	28	36	27
English Learners	6	8	5	2
Students with Disabilities	17	19	11	3

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

## California Modified Assessment (CMA)

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

## California Alternate Performance Assessment (CAPA)

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

## Physical Fitness

In the spring of each year, Eliot Middle School is required by the state to administer a physical fitness test to all seventh grade students. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ). *Eliot Middle School is proud to have won 1st place in the Governor's Fitness Challenge, which indicates a high percent of our students meet the six fitness standards.*

Percentage of Students in Healthy Fitness Zone			
2010-11			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	30.1%	24.2%	31.8%

## Textbooks & Instructional Materials

Pasadena Unified School District held a public hearing on October 12, 2011, and determined that each school within the district has sufficient and good quality textbooks, including instructional materials, texts for Visual and Performing Arts, Health, and Foreign Languages, and science lab equipment, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Additionally, all textbooks and instructional materials used within the district must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Education. The table displays information collected in October 2011 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th-7th	Mathematics	Glencoe/McGraw Hill	2008	Yes	0.0%
6th-8th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
6th-8th	Reading/Language Arts	Holt McDougal	2010	Yes	0.0%
6th-8th	Science	CPO Science	2007	Yes	0.0%
6th-8th	Social Science/History	Glencoe	2006	Yes	0.0%

## Curriculum Improvement

Eliot Middle School's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state content standards and frameworks. The school structures its educational program and master schedule so that all students receive instruction appropriate for their learning level. To ensure the success of every student, differentiated instruction is used, which includes a variety of standards-based instructional techniques and supplemental instructional materials.

Sixth through eighth grade students receive Accelerated Math; this assists teachers for diagnosing issues with students learning math skill/concepts by grade level.

## Library Information

The school's library, staffed by a full-time Librarian, is stocked with educational and recreational books that are available for students to check out. Students visit the library on a regular basis with their classes, and are encouraged to visit during recess and after school. Seventeen computer workstations within the library are connected to the Internet so students may access resources and information online.

## Computer Resources

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Eliot Middle School has two computer labs connected to the Internet, one with 35 computers and one with 60 computers. Students receive computer-assisted instruction on a regular schedule, including instruction on Microsoft Office Suite. For additional research materials and Internet availability, students are encouraged to visit Pasadena's public libraries which contain numerous computer workstations. Eliot Middle School is in the process of installing new computers for students. The school is also forming a Technology Committee.

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the district libraries located in Los Angeles county, which contain numerous computer workstations.

## School Facilities

Eliot Middle School was originally constructed in 1931 and is currently comprised of 56 permanent classrooms, six portables, four special education rooms, a library, two computer labs, a staff lounge, a Parent-Student Activities Club Center, an auditorium, a gym, a canteen, and a cafeteria/multi-purpose room. The chart displays the results of the most recent school facilities inspection.

### Cleaning Process

Eliot Middle School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works daily with five custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

### Maintenance & Repair

A scheduled maintenance program is administered by Eliot Middle School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

### Deferred Maintenance Budget

The State School Deferred Maintenance Program provides state matching funds on a dollar-for-dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Pasadena Unified School District did not participate in the deferred maintenance program for the 2011-12 school year.

## Safe School Plan

The safety of students and staff is a primary concern at Eliot Middle School. Students are supervised throughout the day by teachers, administrators and aides.

Supervision is a responsibility shared among teachers and the administration. There is a designated area for student drop-off and pick-up. Visitors must sign in at the front office and wear a visitor's badge while on campus.

The School Site Safety plan is updated annually by the principal and Safety Committee; revisions are shared immediately with all members of the staff. The plan was most recently updated and reviewed with school staff in August 2011. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire, earthquake, and lockdown drills are conducted on a quarterly basis.

## School Leadership

Leadership at Eliot Middle School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Principal Peter Pannell has led the school for four years. Prior to this position, Mr. Pannell served as the principal at Longfellow Elementary.

School Facility Conditions				
Date of Last Inspection: 10/03/2011				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		A Bldg. 2nd Floor Boys Restroom: Painting is needed above tile wall, mirror pulled out from wall. Girls Restroom by Gym: Needs repainting. A Bldg. Rm. 124: Floor tile coming up and need repairs. Girls Gym Equipment Rm: Stained ceiling tile, possible roof leak. Gym: Peeling paint in several locations. Work orders submitted.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			E Bldg East Stairwell: Exit sign needs to be installed/replaced. Work order submitted.
Structural (Structural Damage, Roofs)	X			Rm. 301: Rain gutter damaged and clogged. Work order submitted. Rm. 106, 107: Roof leak. New roofing installed over winter break.
External (Grounds, Windows, Doors, Gates, Fences)	X			Bldg. A Rm. 111: Window is in need of repair, possible dry rot. Rm 300: Three broken windows. A Bldg Rm 117: Door needs repairing at frame. A Bldg Rm. 218: Door is hard to close and open. A Bldg Rm 115: Bottom window frame needs repairing. Work orders submitted.

Staff members are encouraged to participate on various committees that make decisions regarding the priorities and direction of the educational plan. These teams ensure instructional programs are consistent with students' needs and comply with district goals. Opportunities for involvement include:

- Budget Committee
- Department Chairs
- Discipline Committee
- ELAC
- Leadership Team
- Parent/Teacher Association (PTA)
- Safety Committee
- School Site Council

## Parent & Community Involvement

Parents and the community are very supportive of the educational programs at Eliot Middle School. Parents are encouraged to participate on the School Site Council, Parent-Teacher Association (PTA), and the English Language Advisory Council (ELAC). The school has a Parent Center which provides a variety of resources and allows parents and faculty to meet on a regular basis.

Eliot Middle School has created a new parent/community room. This is a dedicated location for parents and community members to hold meetings, offer trainings, and assist teachers with creative additions to classrooms.

A host of community organizations celebrate Eliot's outstanding students at the annual awards ceremony. Organizations include: Gear-Up Scholarship Foundation, Rotary Club, Soroptimist Club, Women's Civic League of Pasadena, and the Altadena Town Council.

Eliot Middle School has forged community partnerships with and receives support from the following: Jet Propulsion Lab (JPL), Caltech/CAPSI, Adopt-A-School Partnership with United Arroyo Foundation, and the Altadena Sheriff's Department.

## Contact Information

Parents who wish to participate in Eliot Middle School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (626) 396-5680, or visit the district's website at [www.pusd.us](http://www.pusd.us).

## Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2009-10 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,971
From Restricted Sources	\$1,653
From Unrestricted Sources	\$4,318
District	
From Unrestricted Sources	\$4,502
Percentage of Variation between School & District	4.27%
State	
From Unrestricted Sources	\$5,455
Percentage of Variation between School & State	26.33%

## District Revenue Sources

In addition to general state funding, Pasadena Unified School District received state and federal categorical funding for the following support programs:

- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Title I, Parts A & D - Basic & Delinquent Funds

- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Limited English Proficient (LEP)
- Title IV, Safe and Drug Free Schools & Communities (SDFSC)
- Title V, Innovative Programs
- Tobacco Use Prevention Education (TUPE)

## Teacher & Administrative Salaries

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site.

Average Salary Information		
Teachers - Principal - Superintendent		
2009-10		
	District	State
Beginning Teachers	\$40,200	\$41,035
Mid-Range Teachers	\$62,150	\$65,412
Highest Teachers	\$82,962	\$84,837
Elementary School Principals	\$106,295	\$106,217
Middle School Principals	\$113,623	\$111,763
High School Principals	\$116,390	\$121,538
Superintendent	\$245,600	\$197,275
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.7%	40.0%
Administrative Salaries	4.9%	5.1%

## School Site Teacher Salaries

The Average Teacher Salaries table illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$57,848
District	\$64,163
Percentage of Variation	9.85%
School & State	
All Unified School Districts	\$67,667
Percentage of Variation	14.52%

## Data Sources

Data within the SARC was provided by Pasadena Unified School District, retrieved from the 2010-11 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.