

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

Address: 743 East Calaveras St.
Altadena, CA , 91001-
2332

Principal: Dr. Dana Hill, Principal

Phone: (626) 396-5650

Grade K-5
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

Dr. Dana Hill, Principal

📍 Principal, Altadena Elementary

About Our School



Here at Altadena Arts Magnet (AAM), we are dedicated to academic excellence, character development, creative expression, and the holistic growth of our students. I am genuinely excited about the journey ahead and the opportunity to work alongside you in shaping the future of our students. Together, we will create a nurturing and inspiring educational community where every child can flourish and succeed.

AAM has a highly sought after French Dual Language Immersion Program (FDLIP). Students who participate in the French Dual Language Immersion Program at AAM master academic subjects in both English and French, providing students with an academic and career advantage as they become global citizens.

Through a rigorous and engaging curriculum, personalized support, and a wide range of extracurricular opportunities, we strive to equip our students with the knowledge, skills, and values they need to thrive in an ever-changing world.

Our school is a vibrant hub of creativity, where students are encouraged to care for others and exercise social awareness. We are SEL grounded and a kindness certified school as well. Whether it's through visual arts, performing arts, music, dance, or theater, our dedicated faculty and staff are committed to nurturing every student and providing them with the skills, knowledge, and confidence they need to succeed.

I invite you to explore our website or join us on a school tour to learn more about our various programs, talented staff, and the many ways in which we celebrate artistic excellence and diversity. Whether you're a prospective student, parent, educator, or arts enthusiast, we welcome you to join our community.

Contact

Altadena Elementary
743 East Calaveras St.
Altadena, CA 91001-2332

Phone: [\(626\) 396-5650](tel:6263965650)

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	Altadena Elementary
Street	743 East Calaveras St.
City, State, Zip	Altadena, CA , 91001-2332
Phone Number	(626) 396-5650
Principal	Dr. Dana Hill, Principal
Email Address	hill.dana@pusd.us
Website	http://altadena.pusd.us
Grade Span	K-5
County-District-School (CDS) Code	19648816021505

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

At Altadena Arts Magnet, children are taught how to think, not what to think. We are an Inclusion School which means all students regardless of their abilities are invited to participate in our general classroom setting. Our dedicated teachers use evidence-based approaches including, Balanced Literacy and Positive Behavior Interventions and Supports to: empower students by celebrating each child's unique abilities, perspectives, and interests, provide opportunities for voice and choice, so students feel control over their own learning, promote positive interactions with other students in a diverse, connected learning community, build on students' strengths to increase academic achievement and social-emotional competencies, and to prepare students for college and careers as illustrated in the PUSD Graduate Profile.

Arts Partnerships

Every student builds a strong musical foundation through weekly classes taught

by Credential teachers. Students experience fundamentals of dance and learn classical, modern, and contemporary techniques from Lineage Dance.

Students in grades K-2 learn general music taught by a credential teacher, and students in grades 3-5 may participate in band, orchestra and strings with district Music Specialist. Our TK students learn music by incorporating movement, pretend and play in musical concepts taught by Bloom School of Music and Dance.

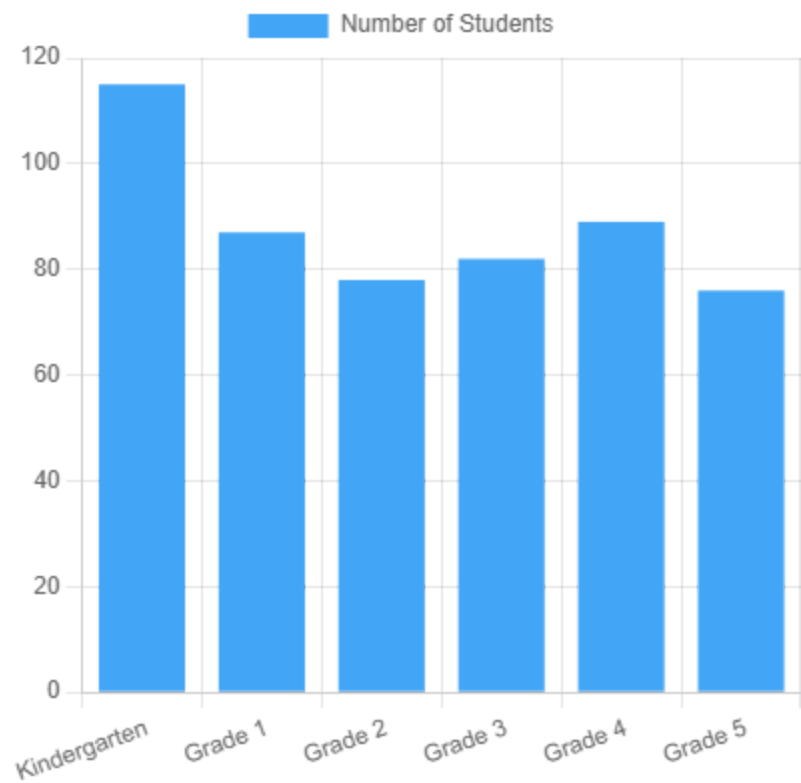
Armory Center for the Arts offers rich arts integrated experiences through Science and Math. Our full time art teacher, teach mixed media art forms and works with students in our art studio in addition to Room 13, our after-school art club.

School, Community, and Business Partners

Parent/Teacher Association, School Site Council, English Learner Advisory Committee, African American Parent Advisory Council, D'Veal Family Services, Cal Fresh, Altadena Library, MonteCedro, Caltech, and the Consulate General of France in Los Angeles, French American Cultural Exchange (FACE) Foundation, and Pasadena Church.

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

Grade Level	Number of Students
Kindergarten	115
Grade 1	87
Grade 2	78
Grade 3	82
Grade 4	89
Grade 5	76
Total Enrollment	527



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

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	48.60%	English Learners	7.20%
Male	51.40%	Foster Youth	1.10%
Non-Binary	0.00%	Homeless	1.10%
American Indian or Alaska Native	0.20%	Migrant	0.00%
Asian	1.90%	Socioeconomically Disadvantaged	52.90%
Black or African American	12.30%	Students with Disabilities	15.60%
Filipino	1.90%		
Hispanic or Latino	44.00%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	9.30%		
White	26.90%		

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)	17.50	89.74%	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)	1.00	5.13%	38.30	5.02%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	5.13%	17.90	2.34%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	66.10	8.67%	15831.90	5.67%
Total Teaching Positions	19.50	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)	17.50	94.59%	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)	1.00	5.41%	20.60	2.83%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	69.80	9.55%	14303.80	5.15%
Total Teaching Positions	18.50	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)	17.10	81.04%	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)	4.00	18.96%	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	0.00	0.00%	31.30	4.20%	13705.80	4.91%
Total Teaching Positions	21.10	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	1.00	0	4.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	1.00	0	4.00

**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	1.00	1	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	1.00	1	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)	6.6%	0%	11.70%
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 2024

[illegible]

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Alphabetik 1 - Cahier savoir et activites A & B + Textes Altadena - FLA Alphabetik 1 - Ensemble didactique numerique 12 mois Altadena Alphabetik 2 - Cahiers savoir et activites A & B + Textes Altadena Alphabetik 2 - Ensemble didactique numerique 12 mois Altadena ZigZag 4 - Ensemble didactique numerique 12 mois Altadena Arobas 5 - Cahier savoir et activitesA&B Altadena Arobas 5 - Ensemble didactique numerique 12 mois Altadena FLA Zig Zag 3 Altadena TCM Language Power ENGLISH LANGUAGE DEVELOPMENT ~GRADES K-5	
Mathematics	iReady Classroom K Vol 1 (2024) iReady Classroom K Vol 2 (2024) iReady Classroom 1 Vol 1 (2024)	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	iReady Classroom 1 Vol 2 (2024) iReady Classroom 2 Vol 1 (2024) iReady Classroom 2 Vol 2 (2024) iReady Classroom 3 Vol 1 (2024) iReady Classroom 3 Vol 2 (2024) iReady Classroom 4 Vol 1 (2024) iReady Classroom 4 Vol 2 (2024) iReady Classroom 5 Vol 1 (2024) iReady Classroom 5 Vol 2 (2024) 1,2,3 Avec Nougat DLIP Math (French DLIP) French - K Numerik 1 (French DLIP) DLIP Math French - 1 Numerik 2 (French DLIP) DLIP Math French - 2 Tam Tam 3 (French DLIP) DLIP Math French - 3	
Science	?STEMscopes?	0
History-Social Science	TCI-ME AND MY WORLD (2016) TCI-MY SCHOOL AND FAMILY (2016) TCI-MY COMMUNITY (2016) TCI-CALIFORNIA'S COMMUNITIES (2016) TCI-CALIFORNIA PROMISE (2016) TCI-AMERICA'S PAST (2016) TCI-ME AND MY WORLD - Notebook TCI-MY SCHOOL AND FAMILY - Notebook TCI-MY COMMUNITY - Notebook TCI-CALIFORNIA'S COMMUNITIES - Notebook TCI-CALIFORNIA PROMISE - Notebook TCI-AMERICA'S PAST - Notebook	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Foreign Language		0
Health		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.

School Facility Good Repair Status

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

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

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

Overall Rating	Good
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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)	49%	49%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	45%	45%	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	228	224	98.25%	1.75%	48.66%
Female	119	117	98.32%	1.68%	51.28%
Male	109	107	98.17%	1.83%	45.79%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	34	33	97.06%	2.94%	15.15%
Filipino	--	--	--	--	--
Hispanic or Latino	98	95	96.94%	3.06%	43.16%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	33	33	100.00%	0.00%	63.64%
White	54	54	100.00%	0.00%	70.37%
English Learners	17	15	88.24%	11.76%	13.33%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	110	107	97.27%	2.73%	37.38%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	46	44	95.65%	4.35%	15.91%

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	228	225	98.68%	1.32%	44.89%
Female	119	117	98.32%	1.68%	44.44%
Male	109	108	99.08%	0.92%	45.37%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	34	33	97.06%	2.94%	9.09%
Filipino	--	--	--	--	--
Hispanic or Latino	98	96	97.96%	2.04%	43.75%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	33	33	100.00%	0.00%	60.61%
White	54	54	100.00%	0.00%	57.41%
English Learners	17	16	94.12%	5.88%	25.00%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	110	108	98.18%	1.82%	35.19%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	46	44	95.65%	4.35%	27.27%

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)	26.39%	36.92%	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	69	66	95.65%	4.35%	36.92%
Female	37	35	94.59%	5.41%	41.18%
Male	32	31	96.88%	3.12%	32.26%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	13	11	84.62%	15.38%	0.00%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	31	31	100.00%	0.00%	29.03%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	16	15	93.75%	6.25%	60.00%
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	35	33	94.29%	5.71%	18.75%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	18	16	88.89%	11.11%	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.

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
5	95.8%	94.4%	95.8%	95.8%	94.4%

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2025–26)

Altadena Arts Magnet has a vibrant, engaged parent community serving in various organizations such as the Parent-Teacher Association (PTA) , English Learner Advisory Council (ELAC) , African American Parent Council (AAPC), and School Site Council (SSC). The district provides parent education opportunities to enhance parenting skills, explanation of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology, and leadership. Additionally, Altadena Arts Magnet encourages and recruits parents to volunteer in schools and take leadership roles in parent advisory committees at the school and district level. Parents also lead our Chess and Lego Club.

State Priority: Pupil Engagement

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

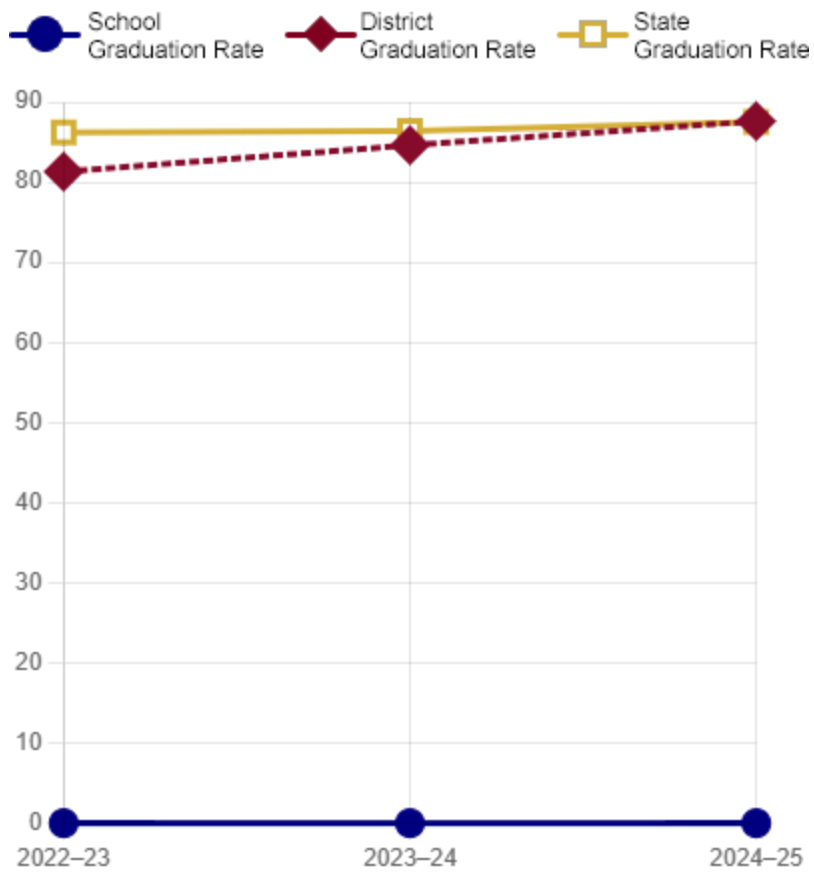
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

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

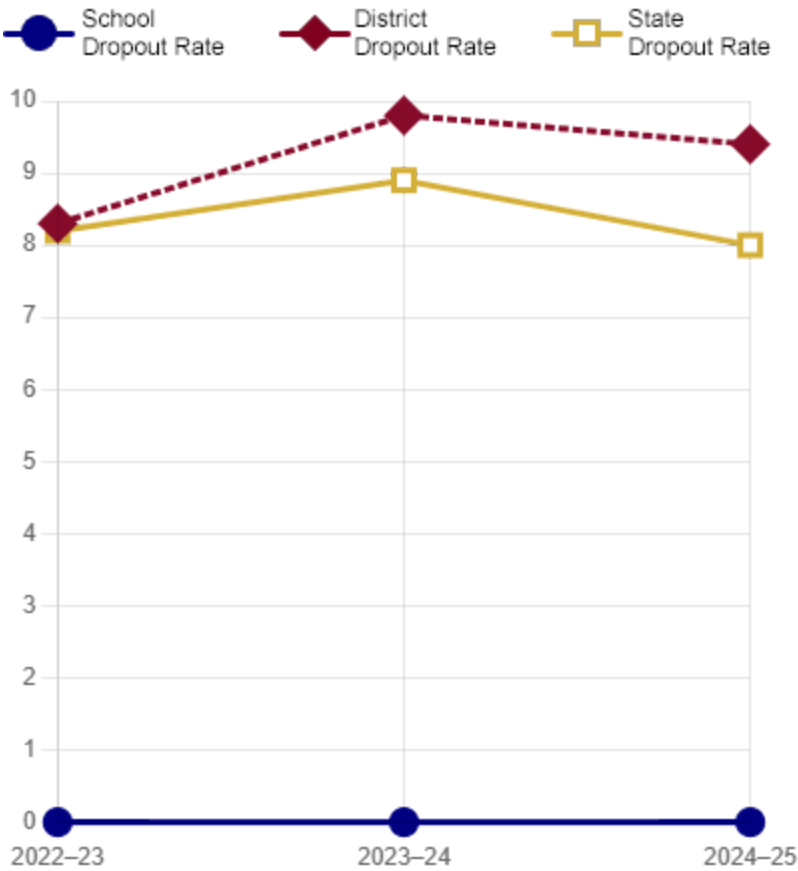
Indicator	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Graduation Rate				81.3%	84.6%	87.6%	86.2%	86.4%	87.5%
Dropout Rate				8.3%	9.8%	9.4%	8.2%	8.9%	8.0%

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



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	562	541	155	28.7%
Female	271	263	72	27.4%
Male	291	278	83	29.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	77	71	28	39.4%
Filipino	--	--	--	--
Hispanic or Latino	240	237	84	35.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	51	51	10	19.6%
White	154	144	23	16.0%
English Learners	38	38	9	23.7%
Foster Youth	12	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	358	345	123	35.7%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	94	91	39	42.9%

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	1.86%	0.38%	0.53%	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	0.53%	0.00%
Female	0.37%	0.00%
Male	0.69%	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	0.83%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	1.96%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	8.33%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.56%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	3.19%	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. Our staff is trained on the emergency procedures and we practice these protocols often.

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	24.00	0	3	0
1	21.00	2	2	0
2	23.00	1	3	0
3	24.00	0	3	0
4	26.00	1	2	0
5	21.00	1	2	0
6	0.00	0	0	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	22.00	1	3	0
1	25.00	0	3	0
2	22.00	1	3	0
3	24.00	1	3	0
4	24.00	1	2	0
5	24.00	1	2	0
6	0.00	0	0	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 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00		3	
1	22.00	1	3	
2	26.00		3	
3	21.00	2	2	
4	30.00		2	
5	25.00	1	2	
6				
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.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
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**	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)

Altadena Arts Magnet is a Full Inclusion school serving both regular education and special education students from Pre-K through fifth grade. The school offers a full-day Kindergarten program and is supported by an Instructional Coach who assists all teachers in implementing curriculum across subjects. Funding plays a key role in supporting the following services and programs at Altadena:

- **Academic and Extracurricular Activities:** All students are encouraged to participate in various activities that foster positive attitudes, achievement, and the prevention of behavioral challenges. These activities, which are funded to ensure inclusivity and broad access, include Math Field Day, African American History Bee, LEARNs Cheer, Football Team, Soccer Team, Safe School Ambassadors, and the Science Innovation Exposition. These programs provide opportunities for students to build self-discipline, work collaboratively, and demonstrate responsibility.
- **Behavioral Support and School-Wide Recognition:** Altadena promotes a culture of respect, responsibility, and safety through specific behavioral expectations. The school regularly celebrates students' academic progress, good behavior, and achievements during monthly school-wide assemblies, funded to help motivate and acknowledge students' growth.
- **After-School LEARNS Program:** Students have the opportunity to participate in the LEARNS program, which offers one hour of academic study, one hour of homework help, and one hour of enrichment. This program is funded to extend learning beyond the classroom and provide

additional academic support and enrichment to students, aligning with the school's overall educational goals.

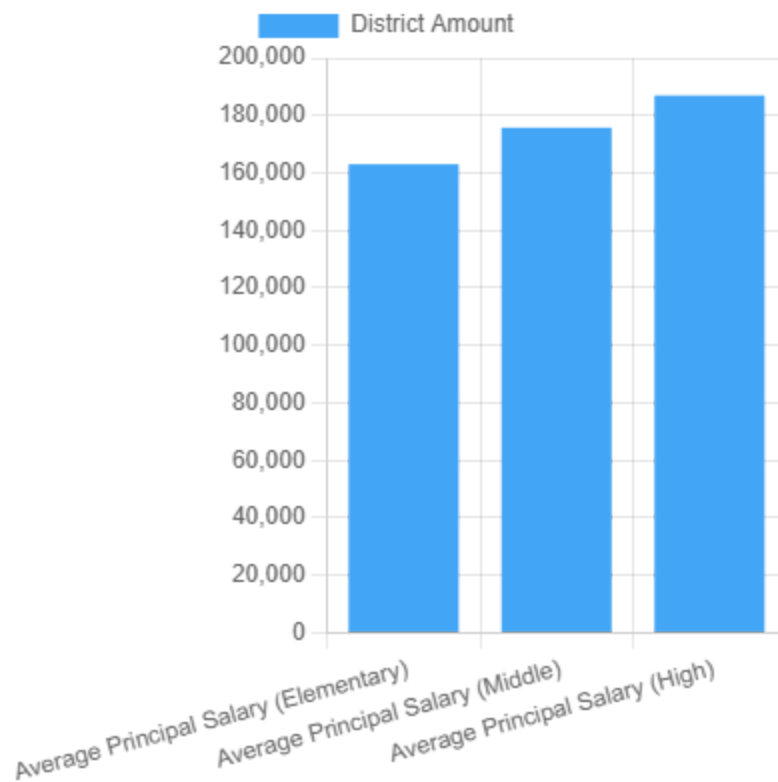
- **Fine Arts/Electives Friday Program:** Each grade level participates in a special Fine Arts elective every Friday. In grades three through five, students receive instrumental music instruction, which is funded to ensure that all students have access to a quality music education. Additionally, students are exposed to a variety of musical performances, including string quartets and opera, through music and singing assemblies funded to enhance cultural awareness and appreciation of the arts.

Through these funded programs, Altadena Arts Magnet ensures a well-rounded educational experience that supports academic growth, extracurricular engagement, and the development of positive behavioral skills in a full inclusion environment.

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