

Octavia E. Butler Magnet
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School
Year
California Department of Education

Address:	1505 North Marengo Ave. Pasadena, CA , 91103- 1813	Principal:	Mr. Arian Whitley, Principal
Phone:	(626) 396-5830	Grade Span:	6-8

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

Mr. Arian Whitley, Principal

📍 Principal, Octavia E. Butler Magnet

Contact

Octavia E. Butler Magnet
1505 North Marengo Ave.
Pasadena, CA 91103-1813

Phone: (626) 396-5830

Email: whitley.arian@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	Octavia E. Butler Magnet
Street	1505 North Marengo Ave.
City, State, Zip	Pasadena, CA , 91103-1813
Phone Number	(626) 396-5830
Principal	Mr. Arian Whitley, Principal
Email Address	whitley.arian@pusd.us
Website	https://oebmagnet.pusd.us/
Grade Span	6-8
County-District-School (CDS) Code	19648816021752

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

Vision

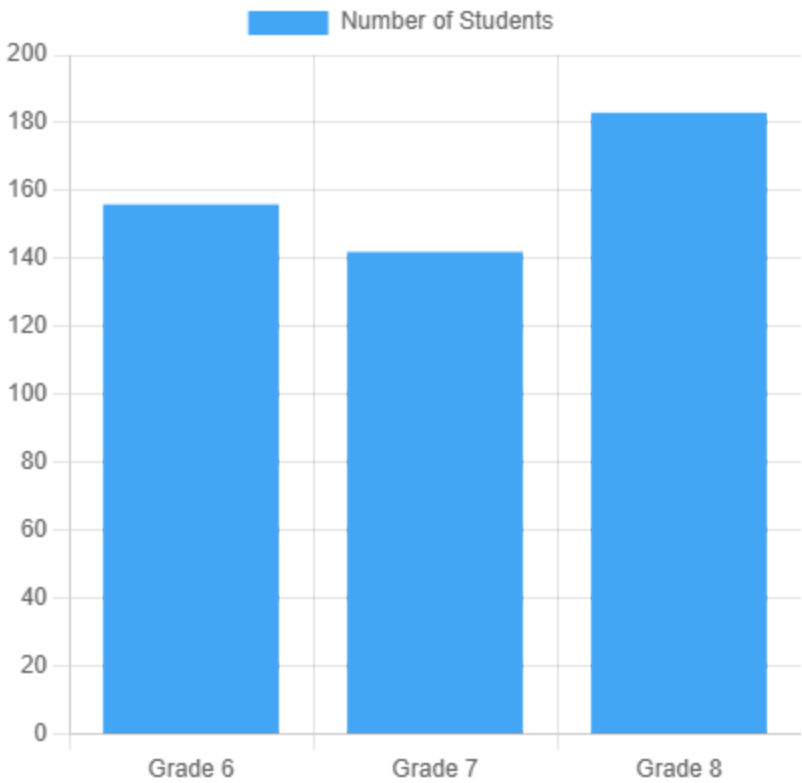
Octavia E. Butler Magnet is a diverse community of learners who lead with principles and compassion. We are equipped with the communication, collaboration, critical thinking, and creativity skills that are necessary to make a positive impact in our world.

Mission

Octavia E. Butler Magnet (OEB Magnet) provides innovative signature programs in Northwest Pasadena that nurture a diverse cadre of students. OEB Magnet students will promote to high school with a passion for extensive experiences in discovering, inventing, and designing. OEB will be a school where all students are engaged in learning rigorous standards-based concepts and skills that are relevant to their lives and to their future success.

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

Grade Level	Number of Students
Grade 6	156
Grade 7	142
Grade 8	183
Total Enrollment	481



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

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	45.30%	English Learners	17.70%
Male	54.30%	Foster Youth	0.20%
Non-Binary	0.40%	Homeless	4.40%
American Indian or Alaska Native	0.40%	Migrant	0.00%
Asian	0.80%	Socioeconomically Disadvantaged	70.50%
Black or African American	9.40%	Students with Disabilities	11.40%
Filipino	1.90%		
Hispanic or Latino	73.20%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	3.30%		
White	10.00%		

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)	21.70	78.39%	633.30	82.92%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.50	1.80%	7.90	1.05%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.60	13.08%	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	1.80	6.70%	66.10	8.67%	15831.90	5.67%
Total Teaching Positions	27.70	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)	23.30	81.22%	580.10	79.31%	231142.40	83.24%
Intern Credential Holders Properly Assigned	1.00	3.47%	8.60	1.19%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.50	8.68%	52.00	7.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.50	1.74%	20.60	2.83%	11746.90	4.23%
Unknown/Incomplete/NA	1.40	4.86%	69.80	9.55%	14303.80	5.15%
Total Teaching Positions	28.80	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)	20.30	74.50%	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)	6.90	25.47%	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	27.30	100.00%	745.90	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	0.00	1	0.00
Misassignments	3.60	1.5	6.90
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	3.60	2.5	6.90

**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	0.5	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	0.00	0.5	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)	13.9%	5.7%	25.90%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: September 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	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	
Mathematics	iReady Classroom Math 6 and Math 6 6: Vol 1 (2024) Honors	0
	iReady Classroom Math 6 and Math 6 6: Vol 2 (2024) Honors	

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 7: Vol 1 (2024) Math 7 iReady Classroom 7: Vol 2 (2024) Math 7 iReady Classroom 8: Vol 1 (2024) 8th Grade/(8th Marshall) and 7th Grade Honors Math iReady Classroom 8: Vol 2 (2024) 8th Grade/(8th Marshall) and 7th Grade Honors Math Reveal Integrated Math I (Digital Access) Integrated Math I/Math I Honors Math Academy Grade 6 MathAcademy.us Integrated - Accelerated Math 1/2 Math Academy Grade 7 MathAcademy.us - Integrated Accelerated Math 2/3 AP Calculus BC Math Academy Grade 8 - AP Calculus BC	0
Science	STEMScopes 6th-12th Licenses	STEMScopes Grades 6-12
History-Social Science	The Ancient World 6th Grade History The Medieval World 7th Grade History The US through Industrialiation 8th Grade History The Ancient World Interactive Workbook 6th Grade History The Medieval World Interactive Workbook 7th Grade History The US Through Industrialiation Interactive Workbook 8th Grade History HA! Ancient World: Interactive Student Notebook 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
	HA! Medieval World & Beyond: Interactive Student Notebook 7th Grade History HA! US through Industrialism: 8th Grade Interactive Student Notebook History HA! Ancient World: Spanish Student Edition Social Studies SPA 6th Grade DLIP HA! Medieval World and Beyond (CA Edition): Spanish Student Edition Social Studies SPA 7th Grade DLIP HA! US Through Industrialism: Spanish Student Edition Social Studies SPA 8th Grade DLIP HA! Ancient World: Spanish Notebook Social Studies SPA 6th Grade DLIP HA! Medieval World and Beyond (CA Edition): Spanish Notebook Social Studies SPA 7th Grade DLIP HA! US Through Industrialism: Spanish Notebook Social Studies SPA 8th Grade DLIP	
Foreign Language	Exploring Spanish (3rd Edition) 6th - 8th Introduction to Spanish Nuevas Vistas Corso Introduction DLIP 6th Grade SLA Nuevas Vistas Corso Uno DLIP 7th Grade SLA Nuevas Vistas Corso Dos DLIP 8th Grade SLA	0
Health	Health (Health Curriculum developed in alignment Secondary)	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	with California Healthy Health Kids Act (CHYA) Curriculum File	
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

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

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

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

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

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

Overall Rating	Good
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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)	25%	37%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	17%	22%	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	485	483	99.59%	0.41%	36.85%
Female	217	216	99.54%	0.46%	42.59%
Male	265	265	100.00%	0.00%	31.70%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	46	45	97.83%	2.17%	15.56%
Filipino	--	--	--	--	--
Hispanic or Latino	356	355	99.72%	0.28%	29.86%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	20	20	100.00%	0.00%	70.00%
White	49	49	100.00%	0.00%	81.63%
English Learners	75	75	100.00%	0.00%	2.67%
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00%	0.00%	15.38%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	256	254	99.22%	0.78%	19.29%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	58	58	100.00%	0.00%	10.34%

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	486	478	98.35%	1.65%	22.38%
Female	218	213	97.71%	2.29%	21.60%
Male	265	263	99.25%	0.75%	22.43%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	46	44	95.65%	4.35%	4.55%
Filipino	--	--	--	--	--
Hispanic or Latino	356	353	99.16%	0.84%	15.01%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	20	19	95.00%	5.00%	63.16%
White	50	48	96.00%	4.00%	64.58%
English Learners	75	75	100.00%	0.00%	1.33%
Foster Youth	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	13	12	92.31%	7.69%	0.00%
Military	--	--	--	--	--
Socioeconomically Disadvantaged	257	251	97.67%	2.33%	8.76%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	59	56	94.92%	5.08%	5.36%

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)	14.97%	21.74%	31.97%	31.22%	30.73%	32.52%

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	187	184	98.40%	1.60%	21.74%
Female	86	85	98.84%	1.16%	20.00%
Male	98	97	98.98%	1.02%	21.65%
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	22	91.67%	8.33%	9.09%
Filipino	--	--	--	--	--
Hispanic or Latino	134	133	99.25%	0.75%	14.29%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	18	18	100.00%	0.00%	72.22%
English Learners	23	23	100.00%	0.00%	0.00%
Foster Youth	--	--	--	--	--
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	108	105	97.22%	2.78%	7.62%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	20	19	95.00%	5.00%	5.26%

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
7	99.3%	100%	99.3%	99.3%	100%

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)

Octavia Butler Magnet has a very diverse group of parents and community members that are essential to OEB Magnets growth and development. To strengthen this partnership, our administration, staff, and parents are dedicated to working collaboratively to ensure the success and growth of every student.

We offer in person as well as online attendance. Parents are invited to the following:

English Language Advisory Committee (ELAC)

When: Every 2nd Friday of the month

Time: 8:15 AM

Location: Parent Room

Point of Contact: Michael Mathenge, English Learner Coach

School Site Council (SSC)

When: Every 4th Wednesday of the month

Time: 3:30 PM

Location: google meet link

Point of Contact: Arian Whitley, Principal

Black Student Union (BSU)

When: Every other Tuesday of the month

Time: Advisory period, parents welcome

Location: in class

Point of Contact: Dominique Tucker, School Counselor

Parent, Teacher, Student Association (PTA) or Annual Fund Committee

When: Every 2nd Thursday of the month,

Alternating times: 6:00 PM (one month). 8:15 AM (following month)

Location: Parent room

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	515	507	126	24.9%
Female	233	229	56	24.5%
Male	279	275	69	25.1%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	51	50	25	50.0%
Filipino	--	--	--	--
Hispanic or Latino	372	369	95	25.7%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	16	0	0.0%
White	54	52	5	9.6%
English Learners	90	90	26	28.9%
Foster Youth	--	--	--	--
Homeless	23	23	7	30.4%
Socioeconomically Disadvantaged	383	379	117	30.9%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	67	64	29	45.3%

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	8.88%	13.53%	5.05%	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	5.05%	0.00%
Female	3.86%	0.00%
Male	6.09%	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	25.49%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.23%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	6.25%	0.00%
White	0.00%	0.00%
English Learners	3.33%	0.00%
Foster Youth	0.00%	0.00%
Homeless	8.70%	0.00%
Socioeconomically Disadvantaged	6.79%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	11.94%	0.00%

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

School Safety Plan (School Year 2025–26)

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

The School Site Safety Plan is revised annually by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members and modified based on student data at the beginning of each school year. The plan was most recently updated and reviewed with the School Site Council and school staff in September of 2024. Key elements of the Safety Plan include the maintenance of a safe, orderly, and drug-free school. The schools comply with the laws, rules, and regulations about hazardous materials and state earthquake standards, as well as the implementation of updated security cameras. We have updated evacuation plans, as well as held monthly drills to cover all potential crisis.

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

D. Other SARC information

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	8	5	5
Mathematics	17.00	15	4	0
Science	25.00	4	4	5
Social Science	20.00	7	9	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	8	4	6
Mathematics	26.00	4	6	4
Science	30.00	2	4	6
Social Science	26.00	4	5	5

* 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	27.00	3	9	4
Mathematics	22.00	5	9	1
Science	27.00	2	4	6
Social Science	25.00	5	4	4

* 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)	1.50
Library Media Teacher (Librarian)	1.00
Library Media Services Staff (Paraprofessional)	
Psychologist	1.00
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)

Octavia E. Butler Magnet is dedicated to playing an active role in the lives of our students. By encouraging them to set ambitious academic and social goals, we aim to inspire a sense of purpose and drive. Our ultimate goal is to empower students to make positive and meaningful contributions to the community.

To support this mission, we offer a wide range of programs designed to foster personal growth, collaboration, and leadership. These programs include:

- Black Student Union
- PBIS Bear student store
- Tutor me tutoring across grade levels
- Student Council
- ASB
- AVID electives
- Flintridge center Girls & Boy's groups
- Addition Staff & security to supervise students and the campus
- Behavior RTI Coach to support students and staff
- Clinical Social Worker to support Mental Health
- Community Assistant and Advocate to provide ongoing student and parent resources and support
- School Psychologist
- 1.5 counselors

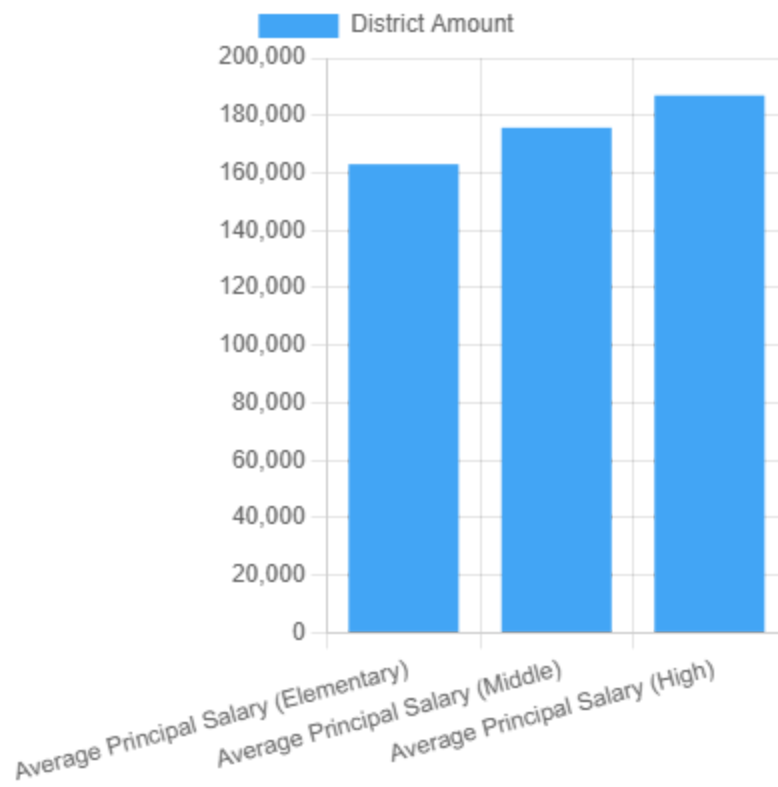
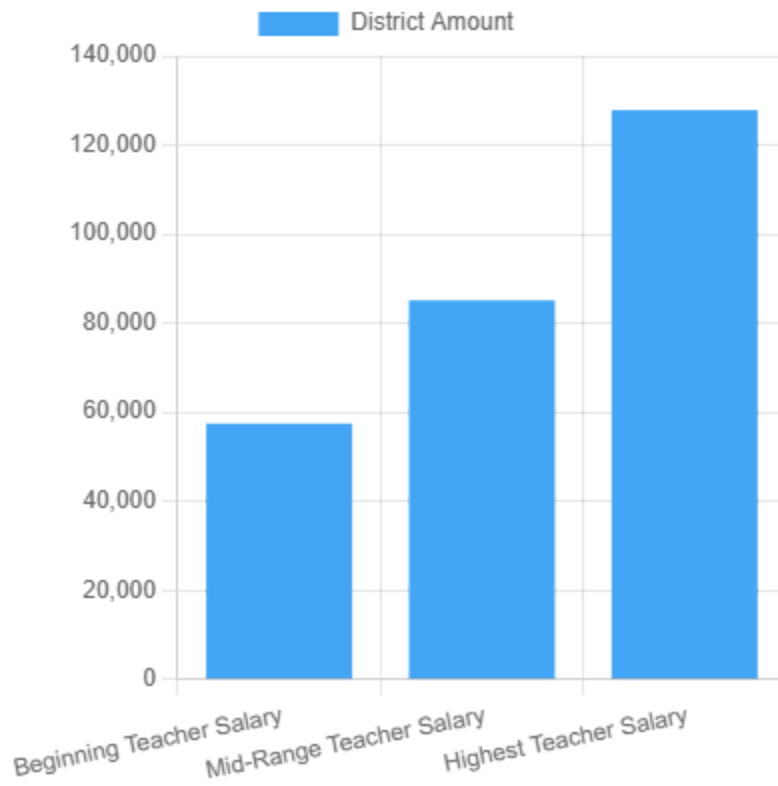
Objective:

Octavia E. Butler Magnet is committed to cultivating a caring and connected school environment where all students feel safe and supported. Our objective is to enhance relationships among students, staff, parents, and diverse community groups, creating a foundation for mutual respect and understanding.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$57464.00	\$62783.30
Mid-Range Teacher Salary	\$85129.00	\$97783.34
Highest Teacher Salary	\$127842.00	\$128020.33
Average Principal Salary (Elementary)	\$163032.00	\$160224.36
Average Principal Salary (Middle)	\$175740.00	\$166991.85
Average Principal Salary (High)	\$186960.00	\$180970.82
Superintendent Salary	\$315257.00	\$313465.36
Percent of Budget for Teacher Salaries	24.07%	30.05%
Percent of Budget for Administrative Salaries	4.93%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



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

Math Academy students have access to Math AP exams.

Percent of Students in AP Courses %

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

* Where there are student course enrollments of at least one student.

Professional Development

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