



PUSD

Pasadena Unified School District

SUPERINTENDENT

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DISTRICT MISSION STATEMENT

The PUSD's mission is to provide rigorous education in an environment that engages and empowers all children to become lifelong learners; our students will be thinking, literate, productive, responsible and ethical, able to compete in, and contribute to, a diverse society.

** Data in this report are reflective of the 2005-06 school year unless otherwise noted.*

San Rafael Elementary School



Alyson Beecher, Principal
1090 Nithsdale Road
Pasadena, CA 91105
(626) 793-4189

2006-2007

SCHOOL ACCOUNTABILITY REPORT CARD

Principal's Message

Our dedicated staff is committed to providing our students the best possible education. Our primary goal is to enable all students at San Rafael to become happy, productive citizens by providing them with a curriculum that challenges and engages each student to reach individual academic excellence. As a full inclusion school, we educate students on many levels, both academically and socio-emotionally.

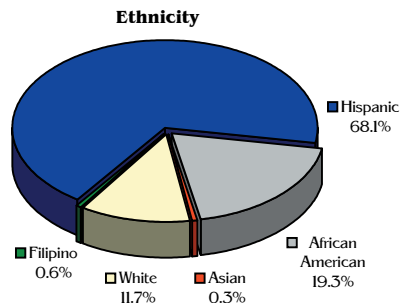
School Mission Statement

To provide a child-centered academic program that changes continually to meet the diverse needs of our children, families, and the community.

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.

Pasadena Unified School District consists of five high schools, three middle schools, and 20 elementary schools. San Rafael Elementary School had 326 students enrolled in grades pre-kindergarten through six during the 2005-06 school year. Additionally, the 2005-06 student population consisted of 77.6% Socioeconomically Disadvantaged, 39.0% English Learners, and 21.0% Students with Disabilities. Student body demographics are illustrated at right.



Discipline & Climate for Learning

Students at San Rafael Elementary 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 San Rafael Elementary 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. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation, schoolwide assemblies, and individual student handbooks.



The Suspensions and Expulsions table below illustrates total cases for all grade levels as well as a percentage of total enrollment (number of suspensions divided by total enrollment). Suspensions are expressed in terms of total infractions, not total number of students, as some students may have been suspended on several occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions & Expulsions						
	San Rafael ES			PUSD		
	03-04	04-05	05-06	03-04	04-05	05-06
Suspensions	37	11	0	3,009	4,146	4,302
Suspension Rate	9.5%	2.9%	0.0%	13.3%	18.6%	20.2%
Expulsions	0	0	0	21	33	38
Expulsion Rate	0.0%	0.0%	0.0%	0.09%	0.15%	0.18%

Homework

San Rafael Elementary feels homework is a fundamental part of the learning process, helping to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

Student Recognition

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Perfect Attendance
- Most Improved
- President's Award (6th Grade)
- Citizenship Award
- Character Education Award
- Student of the Month
- 100% Homework Completion

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems.

San Rafael Elementary School participates in LEARNS, an after-school program that lasts for three hours. Students receive one hour of homework help, one hour of enrichment, and one hour of academics. The school provides extracurricular activities, clubs, and programs through LEARNS which include:

- Computers
- Writing
- Cooking
- Drama
- Ballet Folklorico
- Science
- Homework Club
- Tutoring
- Power Hour

San Rafael Elementary School also participates in the citywide Parks & Recreation program, in which students may participate in various sports, including basketball, football, and soccer. Students may also attend the Parks and Recreation Department or Pasadena LEARNS for additional tutoring.



School Enrollment & 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. Student attendance is carefully monitored to identify those students exhibiting excessive absences. The adjacent table shows the actual monthly attendance rates at the school for the past two years.

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. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities.



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

Attendance Rates

San Rafael Elementary School

	05-06	06-07
September	95.2%	98.5%
October	95.3%	97.0%
November	96.0%	97.3%
December	92.4%	96.4%
January	95.8%	*
February	94.2%	*
March	91.8%	*
April	93.6%	*
May	93.4%	*
June	94.7%	*

*Data not available at time of publication.

Class Size

San Rafael Elementary School maintained a schoolwide average class size of 20 students and a pupil-to-teacher ratio of 16:1 for the 2005-06 school year. The following chart illustrates average class size by grade level, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution

	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
	04	05	06	04	05	06	04	05	06	04	05	06
K	18	16	21	4	3	2	0	0	1	0	0	0
1st	18	20	18	3	3	4	0	0	0	0	0	0
2nd	18	20	16	2	2	4	0	0	0	0	0	0
3rd	20	19	17	3	1	3	0	0	0	0	0	0
4th	33	0	29	0	0	0	0	0	1	1	0	0
K-3	18	19	0	1	2	0	0	0	0	0	0	0
4th-6th	31	30	30	0	0	0	3	4	3	1	0	1

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program, which provides funding to hire additional teachers, assisting schools in reducing K-3 class sizes to a maximum of 20 students. The adjacent chart displays the percentage of classrooms at San Rafael Elementary School that successfully met CSR requirements for the past three years.

Class Size Reduction

	03-04	04-05	05-06
K	100%	100%	67%
1st	100%	100%	100%
2nd	100%	100%	100%
3rd	100%	100%	100%
K-3rd	100%	100%	100%

Minimum Days & Instructional Minutes

During the 2005-06 school year, San Rafael Elementary School offered 180 days of instruction, three of which were minimum days. Minimum days are scheduled for Open Houses, Back-to-School Night, and the last day of instruction for the school year. Additionally, each Monday is a shortened day, utilized for staff collaboration and curriculum development. All instructional time offered during the 2005-06 school year exceeded the daily instructional minute requirements specified in the California Education Code.

Instructional Minutes by Grade Level		
	Required Minutes	Actual Minutes
K	36,000	54,900
1st-3rd	50,400	54,900
4th-6th	54,000	54,900

Textbooks & Instructional Materials

Pasadena Unified School District held a Public Hearing on October 24, 2006 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom and to take home, if necessary. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and Frameworks, with final approval by the Board of Education. The chart below displays data collected in December of 2006 in regards to the textbooks in use at San Rafael Elementary School during the current school year (2006-07).

Textbooks				
Subject	Publisher	Grade Levels	Year Adopted	Quality, Currency, & Availability of Textbooks & Instructional Materials
Language Arts	SRA/McGraw Hill	K-6th	02-03	All textbooks at San Rafael ES are in adequate supply and fair to excellent condition. The school and district place great emphasis on providing students with the most up-to-date, state-adopted textbooks and instructional materials; 100% of students in each core subject area possess the necessary textbooks and instructional materials.
		Math	K-5th	
		6th	03-04	
Social Science	Scott Foresman	K-6th	06-07	
Science	Harcourt	4th-5th	01-02	
	Holt	6th		

Currently the school is building a new library on campus that is scheduled to be opened in January 2007. Students visit San Rafael Public Library on a weekly basis until the campus library is opened. The library is stocked with a variety of recreational and educational books for student use.



Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Each classroom is equipped with scanners, printers, and a minimum of two Internet-connected computers. San Rafael Elementary School's computer lab contains 40 workstations. Students receive standards-based computer instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency.

Computer Resources			
	03-04	04-05	05-06
Computers	55	87	60
Students per computer	7.1	4.4	5.4
Classrooms connected to Internet	21	18	20

Counseling & Other Support Services

In addition to academics, the staff at San Rafael Elementary 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 chart below displays a list of support services available to students at San Rafael Elementary School.

Counseling & Support Services Staff

	Number of Staff	Full-Time Equivalent
Hillside Counselor	1	*
Literacy Coordinator	1	1.0
Psychologist	1	0.2
Nurse	1	0.4
Health Aide	1	0.6
Speech & Language Specialist	1	0.8
Resource Specialist Program (RSP) Teacher	1	1.0
Special Day Class (SDC) Teachers	2	2.0
Occupational Therapist	1	0.4
Instructional Assistants	20	16.0
Community Liason	1	1.0
Adaptive P.E. Teacher	1	0.4
English Language Development (ELD) Resource Teacher	1	0.5
Inclusion Teachers	2	2.0
Behavior Specialist	1	1.0
Curriculum Resource Teacher	1	1.0
Library Coordinator	1	0.5

* Services provided on an as-needed basis.

San Rafael Elementary School provides additional services for students with special needs, as identified by an Individualized Education Plan (IEP). The school has two Special Day Classes (SDC) for students with learning disabilities. A Resource Specialist Program (RSP) teacher assists students in class or on a pull-out basis. Speech and language therapy is also available on a pull-out basis.

The school's English Language Development (ELD) program assists students who are classified as English Language Learners (ELL). The program provides in-class instruction in core curriculum subject areas, and is conducted by a bilingual teacher or a CLAD (Cross-cultural, Language and Academic Development) certified teacher. In addition, all teachers possess either a BCLAD (Bilingual, Cross-cultural, Language and Academic Development) or CLAD certificate.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at San Rafael Elementary School. These measure students' actual progress as well as the effectiveness of the instructional program. The Lions Assessments are given to all grades every six weeks to monitor students' progress in language arts. Teachers also administer assessments that correlate with textbooks and instructional materials.

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all second through sixth grade 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 combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, and fifth grade Science for the most recent three-year period, is shown below.

California Standards Test (CST)																																		
Combined % of Students Scoring at Proficient and Advanced Levels																																		
	Language Arts					Math					Science																							
	2	3	4	5	6	2	3	4	5	6	5																							
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06																
All Students																																		
San Rafael	44	55	43	20	24	16	15	33	35	25	31	22	26	31	26	54	58	50	26	51	31	23	34	37	25	35	30	15	41	38	9	25	26	
PUSD	37	41	50	25	29	35	32	42	47	35	36	35	28	33	36	49	53	58	41	52	57	44	47	57	38	47	47	28	39	41	12	19	22	
California	35	42	47	30	31	37	39	47	49	40	43	43	36	38	41	51	56	59	48	54	58	45	50	54	38	44	48	35	40	41	24	28	32	
Females																																		
San Rafael	59	52	41	26	28	10	13	37	44	30	26	37	23	32	26	68	65	44	29	52	30	20	47	41	30	43	42	14	45	21	17	22	32	
PUSD	42	44	53	27	32	38	35	47	51	37	38	38	33	36	39	50	52	58	38	53	57	44	47	59	39	46	48	27	38	35	10	16	21	
California	39	45	31	33	35	39	43	52	54	44	46	47	39	41	44	50	55	58	47	54	56	45	51	55	38	45	48	34	39	41	21	26	30	
Males																																		
San Rafael	28	57	44	14	21	23	15	30	26	19	34	9	30	29	25	40	52	56	23	50	32	24	23	33	19	28	18	17	35	50	0	27	23	
PUSD	32	39	46	22	24	31	29	38	41	32	34	32	25	31	35	48	55	59	43	52	56	43	46	54	38	47	46	29	40	42	16	21	24	
California	32	39	43	27	29	33	36	44	46	36	39	40	33	35	39	52	58	59	50	56	58	45	50	54	36	43	48	36	41	42	26	32	34	
English Learners																																		
San Rafael	50	47	48	4	5	15	13	11	20	16	9	0	6	0	0	70	53	57	11	47	30	23	11	25	16	23	12	6	17	7	0	4	0	
PUSD	21	25	33	10	7	7	14	18	12	9	7	2	4	2	3	41	45	50	30	37	41	32	30	35	17	22	15	9	7	10	0	3	1	
California	18	23	27	10	12	15	15	19	24	12	13	13	6	7	8	38	43	45	32	40	41	26	32	36	17	22	24	11	13	14	4	6	7	
Socioeconomically Disadvantaged (SED)																																		
San Rafael	41	50	40	19	21	17	15	37	40	21	31	22	22	24	22	54	56	48	25	51	31	22	36	40	24	33	32	17	36	38	5	22	30	
PUSD	29	33	43	18	22	26	25	35	39	28	29	29	23	26	29	44	49	54	35	47	51	37	42	53	31	40	42	23	33	35	6	12	14	
California	22	28	33	17	17	22	25	32	35	24	28	28	20	22	26	39	45	48	36	44	46	32	38	42	25	32	35	21	26	28	11	14	18	
Special Education																																		
San Rafael	18	17	*	*	14	*	*	*	15	*	*	*	*	*	*	22	23	*	12	33	*	*	*	23	*	*	*	*	*	*	*	*	*	*
PUSD	16	18	29	4	12	14	9	16	19	14	12	10	6	13	14	29	29	41	12	31	30	15	22	30	14	23	22	5	16	20	5	8	6	
California	16	19	23	14	13	16	16	19	21	15	15	14	9	10	12	29	33	34	26	29	31	20	22	25	12	17	18	10	11	12	10	12	14	
African American																																		
San Rafael	*	*	*	7	31	*	8	25	*	*	42	*	*	*	*	*	*	*	14	36	*	8	17	*	*	17	*	*	*	*	*	33	*	
PUSD	33	39	44	20	25	29	26	38	41	30	27	30	26	26	30	37	44	47	32	41	45	28	35	42	30	35	37	23	29	33	9	13	17	
California	27	34	38	20	22	27	27	35	37	28	30	30	23	24	29	36	42	44	32	39	41	28	34	38	22	28	31	17	22	23	12	16	18	
Hispanic																																		
San Rafael	51	56	44	24	23	23	15	37	45	26	27	23	23	32	22	63	66	56	30	59	37	23	39	47	29	39	39	16	42	41	9	21	32	
PUSD	30	35	42	19	22	27	26	36	40	29	31	29	23	30	31	46	51	56	36	50	54	42	43	55	36	44	45	24	38	36	9	11	16	
California	22	28	33	17	17	22	25	32	35	25	27	29	20	22	27	39	44	47	36	43	46	33	38	43	25	33	36	21	26	29	11	14	18	

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

Academic Performance Index (API)

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 API Rank: 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.

Similar Schools API Rank: 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.

API School Results				2006 API Growth Score
	03-04	04-05	05-06	
Statewide Rank	4	3	4	
Similar Schools Rank	8	7	10	
All Students				
Actual API Growth	-9	56	-34	687
Hispanic				
Actual API Growth	6	58	-28	717
Socioeconomically Disadvantaged				
Actual API Growth	1	54	-25	695
English Learners				
Actual API Growth	*	*	-14	693

* Data not provided by the California Department of Education
Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

California Achievement Tests (CAT/6)

The CAT/6 is a standardized norm-referenced test, which indicates how a student or group of students compares with that of a norm group and other students from around the country. Prior to 2005, all students in grades two through eleven were tested each spring. Students in grades two through six were tested in the academic areas of reading, spelling, written expression, and mathematics. Currently, only students in grades three and seven are tested. The chart below reflects the percentages of student scores at or above the 50th percentile in Reading and Mathematics.

CAT/6																												
% At or Above 50th Percentile																												
	Reading						Math																					
	2		3		4		5		6		2		3		4		5		6									
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06							
San Rafael	46			11	25	17	15			32			29			60			40	48	36	37			43			40
PUSD	46			28	30	31	27			31			37			58			50	53	55	47			44			46
California	47			35	36	37	35			40			46			58			53	55	55	49			50			53
Subgroups																												
Females	59			16	28	10	13			39			18			63			52	52	40	40			48			45
Males	32			6	21	23	16			24			39			56			29	44	32	34			38			35
Socioeconomically Disadvantaged	44			11	23	20	11			26			28			63			40	52	37	37			37			39
English Learners	45			4	16	25	10			11			11			70			30	42	30	33			42			33
Special Education	18			*	14	*	*			*			*			18			*	8	*	*			*			*
African American	*			0	8	*	17			*			*			*			29	50	*	25			*			*
Hispanic	49			14	28	23	11			32			29			69			45	51	43	36			44			42

Beginning in 2005, the CAT/6 will test reading/language arts & math in grades three and seven and no longer test science in any grade.

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

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.

AYP mandates that certain requirements are met each year:

- Each school and subgroup must perform to a proficiency level; 24.4% of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take state standards tests.
- Schools must show improvement in the Academic Performance Index (API).

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's, and the former school would be required to provide the transportation to the new site. After two consecutive years of failure to meet AYP targets, the school becomes eligible to receive Title I Program Improvement (PI) funds in order to meet minimum scoring requirements. Schools can be categorized PI for a maximum of five years. However, a school may exit from this status after two consecutive years of meeting the AYP targets.

A "Yes" in the chart below means the school or subgroup was at or above the 2006 targets for the 95% participation rate or percent proficient. "No" means the school or subgroup was below the 95% participation rate or percent proficient. San Rafael Elementary School met all of the 2006 AYP criteria.

Adequate Yearly Progress 2006																
	% Participation Rate								% Proficient or Advanced							
	English/Language Arts				Mathematics				English/Language Arts			Mathematics				
	San Rafael	PUSD	San Rafael	PUSD	San Rafael	PUSD	San Rafael	PUSD	San Rafael	PUSD	San Rafael	PUSD	San Rafael	PUSD		
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%		
All Students	Yes	95%	Yes	98%	Yes	100%	Yes	98%	Yes	32.5%	Yes	41.2%	Yes	38.9%	Yes	44.9%
Subgroups																
African American	*	89%	Yes	97%	*	98%	Yes	98%	*	28.9%	Yes	36.2%	*	21.4%	Yes	34.3%
Asian	*	**	Yes	99%	*	**	Yes	100%	*	**	Yes	77.8%	*	**	Yes	81.9%
Filipino	*	**	Yes	100%	*	**	Yes	100%	*	**	Yes	65.4%	*	**	Yes	68.6%
Hispanic	Yes	99%	Yes	98%	Yes	100%	Yes	98%	Yes	33.3%	Yes	34.5%	Yes	44.5%	Yes	42.0%
White	*	86%	Yes	98%	*	100%	Yes	98%	*	33.3%	Yes	63.1%	*	33.3%	Yes	62.2%
Socioeconomically Disadvantaged	Yes	97%	Yes	98%	Yes	99%	Yes	98%	Yes	31.1%	Yes	33.8%	Yes	39.1%	Yes	39.8%
English Learners	Yes	98%	Yes	99%	Yes	100%	Yes	98%	Yes	27.5%	Yes	24.0%	Yes	38.5%	Yes	35.5%
Students w/ Disabilities	Yes	87%	Yes	93%	Yes	99%	Yes	93%	*	32.6%	Yes	21.6%	*	34.7%	Yes	25.5%

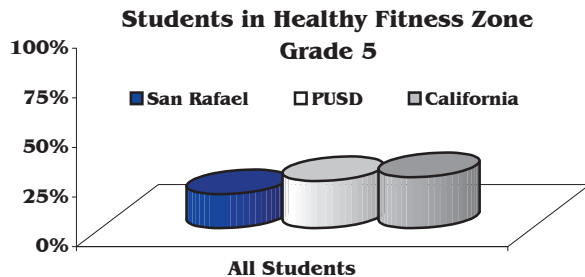
* Not a numerically significant subgroup for this school.

** Due to the moderate number of students tested, scores will not be disclosed.

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. **For more information, please visit <http://data1.cde.ca.gov/dataquest>.**

Federal Intervention Program		
Program Improvement (PI)		
	San Rafael ES	PUSD
PI Status	Not in PI	Not in PI
First Year of PI Implementation	n/a	n/a
Prior PI Placement	Year 3	n/a
Number of Schools Currently in PI	n/a	8
Percent of Schools Identified for PI	n/a	25.0%



Physical Fitness

In the spring of each year, San Rafael Elementary School is required by the state to administer a physical fitness test to all students in grade five. 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). Results of student performance are displayed in the chart at left as compared to other students districtwide and statewide who took the test.

School Leadership

Leadership at San Rafael Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. During the 2005-06 school year, primary leadership duties were assumed by Principal Stephen Edmunds. Beginning in 2006-07, Alyson Beecher will assume the role of Principal. Mrs. Beecher's experience includes positions as the District Coordinator of Elementary Special Education for three years, a Program Specialist for Pre-School teachers, and over 20 years of experience in education.

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: English Language Advisory Council (ELAC), School Site Council, Parent Teacher Association (PTA), GATE Committee, and Safety Committee.

Curriculum Improvement

All curriculum development at San Rafael Elementary School revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of San Rafael Elementary School's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. The staff has engaged in statewide reading conferences, curriculum training, intervention training, and classroom observations endeavoring to enhance instruction delivery.

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by the principal, who has been trained and certified to perform teacher evaluations. Evaluation criteria include the following:

- Engaging and Supporting All Students In Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has sponsored three staff development days annually where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. During 2005-06, staff development topics at San Rafael Elementary School were primarily focused on Data Analysis to Improve Student Achievement. For additional support in their profession, teachers may enlist in the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

Substitute Teachers

Generally, the district does not experience problems finding qualified substitute teachers and has an adequate pool of fully credentialed substitutes. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators assume the role of the substitute.

Teacher Assignment

Pasadena Unified School District recruits and employs the most qualified credentialed teachers available. For the 2005-06 school year, San Rafael Elementary School had 18 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	San Rafael ES			PUSD
	03-04	04-05	05-06	05-06
	Fully Credentialed	19	16	18
Emergency Credentials	2	1	2	70
Interns	1	3	2	97
Waivers	1	1	0	4
Teaching Outside Subject Area of Competence	n/a	n/a	n/a	3

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 year. For the 2006-07 school year, the most current available data are reported.

	Misassignments/Vacancies		
	04-05	05-06	06-07
Teacher Misassignments of English Learners	0	0	0
Teacher Misassignments (Other)	0	0	0
Total Misassignments	0	0	0
Teacher Vacancies	0	0	0

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliance - Core Academic Subjects

	San Rafael ES	PUSD		
		All Schools	High-Poverty Schools	Low-Poverty Schools
% of Classes Taught by NCLB Compliant Teachers	91.3%	87.0%	90.0%	0.0%
% of Classes Taught by Non-NCLB Compliant Teachers	8.7%	13.0%	10.0%	0.0%

School Facilities & Safety

San Rafael Elementary School was originally constructed in 1915 and is currently comprised of 21 classrooms, a library, a staff lounge, a multipurpose room, two playgrounds, a cafeteria, and one computer lab. The most recent school modernization projects began in the 2003-04 school year. By the spring of 2004, construction of the school's computer lab had been completed.

Safety of students and staff is a primary concern of San Rafael Elementary School. All visitors to San Rafael Elementary School must sign in at the office and wear a visitor's pass at all times.

Supervision is provided to ensure the safety of each student before school, during breaks, at lunch and after school. Supervision is a responsibility shared among resource teachers, noon supervisors, teachers, and the administration.

The School Site Safety plan is updated annually by the Safety Committee, which consists of the principal, the resource staff, teacher representatives and the custodian. Any revisions to the plan are shared immediately with the staff. The key element of the School Site Safety Plan is preventing behavior problems through character education and on-site mental health services, provided by Hillside Counseling.

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 and disaster drills are conducted monthly on a rotating schedule throughout the school year. The chart below displays the results of the most recent school facilities inspection.

Facility Conditions & Planned Improvements

Date of Williams Facilities Inspection: n/a

Item Inspected	Facility in Good Repair		Repair Needed & Action Taken or Planned
	Yes	No	
Gas Leaks			At the time of publication, San Rafael Elementary School had not yet received a Williams Facility Inspection due to its statewide ranking (4th decile). The school is inspected annually by the fire marshall and monthly by school site administrators. All issues discovered during these inspections are given the utmost priority. For more information regarding the new facilities requirements pursuant to Williams vs. the State of California, please see http://www.cde.ca.gov .
Mechanical Systems			
Windows/Doors/Gates (interior/exterior)			
Interior Surfaces (walls, floors, & ceilings)			
Hazardous Materials (interior/exterior)			
Structural Damage			
Fire Safety			
Electrical (interior/exterior)			
Pest/Vermin Infestation			
Drinking Fountains (inside/outside)			
Restrooms			
Sewer			
Playground/School Grounds			
Other			

Cleaning Process

San Rafael Elementary 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 two custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance and Repair

A scheduled maintenance program is administered by San Rafael Elementary 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. At the time this report was published, 100% of restrooms on campus were in good working order.

Deferred Maintenance Budget

Pasadena Unified School District participates in the State School Deferred Maintenance Program, which 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 and exterior painting, and flooring. For the current school year (2006-07), Pasadena Unified School District budgeted \$883,559 for the deferred maintenance program. This represents 0.5% of the district's general fund budget. For the 2006-07 school year, the District's governing board approved of a five-year deferred maintenance plan for all schools in the district that will result in asbestos abatement, classroom lighting, electrical upgrades, floor covering, HVAC, lead abatement, painting, paving, plumbing, roofing, underground tanks, and wall systems.

Parent & Community Involvement

Parents and the community are very supportive of the educational programs at San Rafael Elementary School. Parents may participate in many committees, such as the Parent Teacher Association (PTA) and the English Language Advisory Council (ELAC). Parents are always welcome to volunteer in the classrooms. San Rafael Elementary School also has a Reading Friends Program, where volunteers from the community come in at least once per week to read with children in first and second grades. City National Bank has donated numerous books and sends volunteers to read to the students.

In 2006-07 San Rafael Elementary became an Epstein School. This program assists schools in developing school and community involvement, organizing effective teams to develop and sustain partnerships, strengthening existing programs, implementing more effective strategies for students learning at home, organizing volunteers and providing District leadership training. For more information on this program contact the school office at (626) 793-4189.

Teacher & Administrative Salaries

The following chart displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. Teacher and administrative salaries as a percent of a district's budget are also listed below.

Teacher & Administrative Salaries 2004-05		
	PUSD	California
Beginning Teacher Salary	\$36,800	\$37,540
Mid-Range Teacher Salary	\$52,520	\$59,426
Highest Teacher Salary	\$79,396	\$73,925
Average Principal Salary (Elementary)	\$87,162	\$87,162
Average Principal Salary (Middle)	\$96,389	\$100,144
Average Principal Salary (High)	\$105,092	\$109,130
Superintendent Salary	\$176,131	\$185,251
% of Budget for Teacher Salaries	35.3%	40.9%
% of Budget for Administrative Salaries	4.7%	5.3%



School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public.

At the time this report was published, the most recent salary comparison data from the State of California was for the 2004-05 school year. For comparison purposes, the California Department of Education has provided average salary data from unified school districts having above 20,000 average daily attendance statewide. The adjacent chart illustrates the average teacher salary at San Rafael Elementary School and compares it to the average teacher salaries at the district and state levels.

Average Teacher Salaries		
School & District	San Rafael ES	\$49,895
	PUSD	\$53,903
	Percentage of Variation: 7.4%	
School & State	San Rafael ES	\$49,895
	All Unified School Districts	\$57,560
	Percentage of Variation: 13.3%	

Expenditures & Services Funded

Based on 2004-05 audited financial statements, Pasadena Unified School District spent an average of \$7,786 to educate each student. The chart below provides a comparison of San Rafael Elementary School's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

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

- Peer Assistance & Review
- Economic Impact Aid (EIA)
- Tobacco Use Prevention Education (TUPE)
- Title I, Parts A & D - Basic/Neglected & 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

Expenditures per Pupil		
San Rafael ES	Total	\$4,492
	Restricted (Supplemental) Sources	\$992
	Unrestricted (Basic) Sources	\$3,500
PUSD	Unrestricted Sources	\$4,950
	Percentage of Variation (School/District): 29.3%	
California	Unrestricted Sources	\$4,743
	Percentage of Variation (School/State): 26.2%	

Contact Information

Parents who wish to participate in San Rafael Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (626) 793-4189.