



**PUSD**  
Pasadena Unified School District

**SUPERINTENDENT**

*Edwin Diaz*

**BOARD OF EDUCATION**

*Tom Selinske*, President  
tselinske@pusd.us

*Bob Harrison*, Vice President  
bharrison@pusd.us

*Edwin Diaz*, Secretary to the Board  
ediaz@pusd.us

*Renatta Cooper*, Member  
rcooper@pusd.us

*Esteban "Steve" Lizardo*, Member  
slizardo@pusd.us

*Scott Phelps*, Member  
sphelps@alumni.caltech.edu

*Mike Babcock*, Member  
mbabcock@pusd.us

*Ed Honowitz*, Member  
ehonowitz@pusd.us

**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 2007-08 school year unless otherwise noted.*

# San Rafael Elementary School



*Alyson Beecher*,  
Principal

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

## 2008-2009 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 served 357 students enrolled in grades pre-kindergarten through six during the 2007-08 school year. Additionally, the 2007-08 student population consisted of 100% Socioeconomically Disadvantaged, 23% English Learners, and 23% Students with Disabilities. Student body demographics are illustrated in the chart.

Student Enrollment by Ethnic Group	
2007-08	
	Percentage
African American	20.7%
American Indian	0.3%
Asian	0.8%
Caucasian	9.5%
Filipino	0.8%
Hispanic or Latino	63.3%
Pacific Islander	0.3%
Multiple or No Response	4.2%

### 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 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.

The district provides an annual Student Conduct Code for each of its sites, supplemented by a set of behavioral standards developed by San Rafael Elementary School.

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 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						
	School			District		
	05-06	06-07	07-08	05-06	06-07	07-08
Suspensions	0	3	13	4302	3481	4235
Suspension Rate	0.0%	0.7%	3.6%	20.2%	16.7%	20.6%
Expulsions	0	0	0	38	20	13
Expulsion Rate	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%

### 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 the after-school LEARNS program, offered for three hours each day, Monday through Friday. 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
- Tutoring
- Drama
- Ballet Folklorico
- Science
- Homework Club
- 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.

### Homework

Homework is a fundamental part of the learning process which helps 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.

## Class Size

San Rafael Elementary School maintained a schoolwide average class size of 20.6 students and a pupil-to-teacher ratio of 20.7:1 for the 2007-08 school year. The 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:									
	06	07	08	1-20 Students			21-32 Students			33+ Students			
K	21	18	20	2	4	3	1	-	-	-	-	-	-
1	18	20	19	4	2	3	-	-	-	-	-	-	-
2	16	16	20	4	3	2	-	-	-	-	-	-	-
3	17	20	20	3	2	2	-	-	-	-	-	-	-
4	29	32	31	-	-	-	1	1	1	-	-	-	-
5	-	-	31	-	-	-	-	-	1	-	-	-	-
6	-	-	31	-	-	-	-	-	1	-	-	-	-
K-3	-	18	19	-	1	1	-	-	-	-	-	-	-
3-4	-	-	21	-	-	1	-	-	1	-	-	-	-
4-8	30	29	-	-	-	-	3	4	-	1	-	-	-

## Class Size Reduction

In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. San Rafael Elementary began implementing CSR for grades kindergarten through three in 1996-1997. The table displays the percentage of K-3 classrooms that participated in CSR for the past three school years.

	CSR Participation		
	2005-06	2006-07	2007-08
K	67%	100%	100%
1	100%	100%	100%
2	100%	100%	100%
3	100%	100%	100%
K-3	-	100%	100%

## 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 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.

	Attendance Rates	
	2007-08	2008-09
September	97.1	97.5
October	96.4	97.2
November	96.2	96.7
December	91.8	*
January	94.6	*
February	94.9	*
March	95.3	*
April	95.6	*
May	90.5	*
June	96.3	*

\*Data unavailable at the time of publication

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

## 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 the school's curriculum is an ongoing process. 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 and intervention training, and classroom observations endeavoring to enhance instruction delivery.

## Textbooks & Instructional Materials

Pasadena Unified School District held a Public Hearing on October 21, 2008, and determined that each school within the district had 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 Content Standards and Frameworks, with final approval by the Board of Education. The chart displays data collected in December 2008 in regards to the textbooks in use at the school during the current year (2008-09).

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
K-6	Health	Harcourt	2007	Yes	0.0%
K-6	Health	Mendez Foundation	2003	Yes	0.0%
6th	Mathematics	Holt, Rinehart & Winston	2008	Yes	0.0%
K-5	Mathematics	Houghton Mifflin	2008	Yes	0.0%
K-6	Reading Language Arts	SRA (Open Court)	2002	Yes	0.0%
K-5	Science	Harcourt Brace	2007	Yes	0.0%
6th	Science	CPO Science	2007	Yes	0.0%
K-6	Social Science/History	Scott Foresman	2006	Yes	0.0%
K-6	Visual and Performing Arts	Scott Foresman	2007	Yes	0.0%
K-6	Visual and Performing Arts	SRA/McGraw-Hill	2007	Yes	0.0%

### Library Information

The school's newly constructed library, staffed by a part-time Library Assistant, is stocked with a variety of recreational and educational books for student use and check-out. Students visit the library on a regular basis with their classes and are encouraged to visit at recess and during lunch.

### Additional Internet Access/Public Libraries

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

## Computer Resources

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. The school's computer lab also contains 55 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			
	05-06	06-07	07-08
Computers	60	85	75
Students per computer	5.4	4.7	4.8
Classrooms connected to Internet	20	21	19

## Parent & Community Involvement

Parents and the community are very supportive of the educational programs at San Rafael. 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. The 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 on an ongoing basis.

In 2006-07 San Rafael 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.



## 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.

## 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.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

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

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

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

### Adequate Yearly Progress (AYP)

	% Participation Rate								% Proficient or Advanced							
	Language				Mathematics				Language				Mathematics			
	School		District		School		District		School		District		School		District	
	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%	Met	%
<b>All Students</b>	Yes	99	Yes	99	Yes	100	Yes	99	No	29.3	Yes	44.0	Yes	39.1	Yes	46.9
<b>Subgroups</b>																
<b>African American</b>	Yes	97	Yes	98	Yes	99	Yes	99	No	23.6	Yes	40.2	No	35.7	Yes	37.0
<b>Asian</b>	*	100	Yes	100	*	100	Yes	100	*	**	Yes	75.8	*	**	Yes	82.2
<b>Filipino</b>	*	100	Yes	100	*	100	Yes	100	*	**	Yes	62.1	*	**	Yes	65.5
<b>Hispanic</b>	Yes	100	Yes	99	Yes	100	Yes	99	No	29.8	Yes	36.9	Yes	39.8	Yes	43.3
<b>Caucasian</b>	*	97	Yes	99	*	100	Yes	99	*	29.2	Yes	67.8	*	36.0	Yes	66.3
<b>Socioeconomically Disadvantaged</b>	Yes	99	Yes	99	Yes	100	Yes	99	No	29.4	Yes	36.2	Yes	39.3	Yes	42.1
<b>English Learners</b>	Yes	100	Yes	99	Yes	100	Yes	99	No	15.6	No	23.7	No	31.1	Yes	35.4
<b>Students with Disabilities</b>	Yes	95	Yes	97	Yes	99	Yes	97	No	18.2	No	22.4	No	28.1	No	25.7

\* Not a numerically significant subgroup for this school

\*\* Due to the number of students tested, scores are not 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.

## 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: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. 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). During the 2007-08 school year, 22% of the school's fifth grade students either met or exceeded state fitness standards.

### API School Results

	05-06	06-07	07-08	2008 API Growth Score
Statewide Rank	4	3	3	
Similar Schools Rank	10	6	8	
<b>All Students</b>				
Actual Growth	-34	7	-4	702
<b>Socioeconomically Disadvantaged</b>				
Actual Growth	-25	-3	-1	704
<b>African American</b>				
Actual Growth	-	-	19	690
<b>Hispanic or Latino</b>				
Actual Growth	-28	3	-15	713
<b>Students with Disabilities</b>				
Actual Growth	-	-	-19	571
<b>English Learners</b>				
Actual Growth	-14	19	-40	672

### Federal Intervention Programs

	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2008-2009	-
Year in PI (2008-09)	Year 1	-
# of Schools Currently in PI	-	8
% of Schools Identified for PI	-	20.51%

# California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

## 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				
	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07	08	06	07
<b>All Students</b>																																			
School	43	42	35	16	21	13	35	42	34	22	21	47	26	31	16	50	59	46	31	43	36	37	34	36	30	25	44	38	26	25	26	32	54		
District	50	54	52	35	35	35	47	45	52	35	38	41	36	37	40	58	59	60	57	58	64	57	58	64	47	53	53	41	40	39	22	29	40		
State	47	48	48	36	37	38	49	51	55	43	44	48	41	42	47	59	59	59	58	58	61	54	56	61	48	49	51	41	42	44	32	37	46		
<b>Males</b>																																			
School	44	36	25	23	23	13	26	42	38	9	17	53	25	32	7	56	67	50	32	54	38	33	27	45	18	26	47	50	18	20	23	32	68		
District	46	51	48	31	33	33	41	41	49	32	33	39	35	34	36	59	60	61	56	60	65	54	57	64	46	52	50	42	39	37	24	29	42		
State	43	44	44	33	33	35	46	48	52	40	41	46	38	40	44	59	59	61	58	58	62	54	56	61	48	48	51	42	42	44	34	38	48		
<b>Females</b>																																			
School	41	47	42	10	19	13	44	42	30	37	26	41	26	30	21	44	53	42	30	33	33	41	42	30	42	26	41	21	35	28	32	32	41		
District	53	57	56	38	38	37	51	48	56	38	42	43	39	41	45	58	59	60	57	57	63	59	60	62	48	54	56	41	40	40	21	29	38		
State	50	53	51	39	41	40	54	55	59	47	48	52	44	45	50	57	58	58	56	57	60	55	58	62	48	49	52	41	41	43	30	35	45		
<b>Socioeconomically Disadvantaged</b>																																			
School	40	42	35	17	21	13	40	42	33	22	21	46	22	31	16	48	59	46	31	43	36	40	34	37	32	25	44	38	26	25	30	31	54		
District	43	48	44	26	26	27	39	36	44	29	30	32	29	31	34	54	54	55	51	52	57	53	52	57	42	47	46	35	33	33	14	22	30		
State	33	35	35	22	23	24	35	36	41	28	29	34	26	27	32	48	48	49	46	47	51	42	45	51	35	36	40	28	28	30	18	22	32		
<b>African American</b>																																			
School	*	19	31	*	21	0	*	*	25	*	*	*	*	*	*	*	33	31	*	43	15	*	*	31	*	*	*	*	*	*	*	*	*		
District	44	45	48	29	33	29	41	36	48	30	32	34	30	35	39	47	44	51	44	47	50	42	47	54	37	41	42	33	32	28	17	23	34		
State	38	39	39	27	27	28	37	39	43	30	32	35	29	29	33	44	44	44	41	42	46	38	41	46	31	32	36	23	24	26	18	22	33		
<b>Hispanic or Latino</b>																																			
School	44	58	32	23	21	19	45	41	34	23	18	43	22	40	17	56	70	50	37	41	47	47	31	34	39	23	37	41	30	25	32	30	47		
District	42	51	44	27	26	29	40	37	44	29	31	34	31	31	34	56	60	56	54	55	61	55	56	59	45	50	49	36	35	35	16	23	33		
State	33	35	35	22	23	24	35	37	42	29	30	34	26	28	33	47	48	49	46	48	52	43	46	51	36	37	40	29	29	31	18	23	32		
<b>Students with Disabilities</b>																																			
School	*	13	17	*	23	0	15	*	*	*	8	*	*	*	*	*	64	33	*	31	13	23	*	*	*	8	*	*	*	*	*	9	*		
District	29	22	17	14	12	15	19	22	28	10	16	14	14	15	10	41	34	31	30	41	36	30	34	40	22	29	23	20	15	7	6	13	18		
State	23	23	22	16	16	20	20	21	30	14	15	22	12	12	13	34	34	34	31	31	39	25	27	36	18	19	25	12	12	13	14	16	26		
<b>English Learners</b>																																			
School	48	52	25	15	7	0	20	7	*	0	0	*	0	*	*	57	71	42	30	27	27	25	7	*	12	0	*	7	*	*	0	0	*		
District	33	43	39	7	8	12	12	14	19	2	6	8	3	1	4	50	55	53	41	42	47	35	39	42	15	27	24	10	5	11	1	4	7		
State	27	30	32	15	15	17	24	24	26	13	14	17	8	9	13	45	46	47	41	42	46	36	39	43	24	25	28	14	14	16	7	11	17		

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



## Teacher Assignment

Pasadena Unified School District recruits and employs the most qualified credentialed teachers. For the 2007-08 school year, San Rafael Elementary School had 22 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			
	School			District
	05-06	06-07	07-08	07-08
Fully Credentialed	18	23	22	936
Without Full Credentials	4	0	0	90
Working Outside Subject	0	0	0	17

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 2008-09 school year, the most current available data are reported.

	Misassignments/Vacancies		
	06-07	07-08	08-09
Misassignments of Teachers of English Learners	0	1	0
Misassignments of Teachers (other)	0	1	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>2</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. minimum qualifications include:

- Possession of a Bachelor's Degree
- Possession of an appropriate California teaching credential
- Demonstrated competence in core academic subjects.

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	95.0%	5.0%
District	90.2%	9.8%
High-Poverty Schools in District	96.6%	3.4%
Low-Poverty Schools in District	0.0%	0.0%

## 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.

Evaluations are based on the California Standards for the Teaching Profession, which 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 the 2007-08 school year, staff development topics at San Rafael Elementary School included the following:

- Writing
- Positive Support Plans
- Student Engagement
- Math

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

## School Leadership

Leadership at San Rafael Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Primary leadership duties at the school have been assumed by Principal Alyson Beecher for the past two years. Prior to this position, Mrs. Beecher served as the district's Coordinator of Elementary Special Education, a Program Specialist for Pre-School teachers, and a classroom teacher. She has more than 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
- Safety Committee

## Counseling & Support Staff

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 displays a list of support services available to students.

	Counseling & Support Services Staff	
	Number of Staff	Full Time Equivalent
Adaptive PE Specialist	1	0.4
Community Liason	1	1.0
Counselor	1	As Needed
Curriculum Coach	1	0.5
English Language Development (ELD) Teacher	1	0.5
Health Aide	1	0.4
Inclusion Teacher	2	2.0
Instructional Assistants	21	21
Literacy Teacher	1	0.75
Nurse	1	0.4
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	2	1.5
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	2	1.5

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 Learners (EL). The program provides in-class instruction in core 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.

After-school tutoring is provided in English/Language Arts and Math for students who are at-risk of retention.

## 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, an auditorium, and one computer lab. A new computer lab and library were constructed on-site between 2003 and 2007. The school will also receive new roofing during the 2007-08 school year. The chart displays the results of the most recent school facilities inspection.

School Facility Conditions				
Date of Last Inspection: 11/17/2008				
Overall Summary of School Facility Conditions: Fair				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Gas Leaks	X			
Mechanical Systems	X			
Windows/Doors/Gates/Fences (Interior and Exterior)	X			Auditorium - Loose door frame.
Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)			X	1st Floor Hall - Ceiling tiles are stained, or missing. 2nd Floor Hall - Ceiling tiles are stained, or missing.
Hazardous Materials (Interior and Exterior)	X			
Structural Damage	X			
Fire Safety	X			
Electrical (Interior and Exterior)	X			
Pest/Vermin Infestation			X	Room B2 - Reports of Skunks. Room B3 - Reports of Skunks.
Drinking Fountains (Inside and Outside)			X	1st, 2nd floor Boys Restrooms - Stains on drinking fountain. 1st, 2nd floor Girls Restroom - Stains in the drinking fountain.
Restrooms			X	
Sewer	X			
Roofs (observed from the ground, inside/outside the building)	X			
Playground/School Grounds			X	Lower Playground - Large cracks in the asphalt.
Overall Cleanliness	X			

### School Safety

The safety of students and staff is a primary concern of San Rafael Elementary School. All visitors to the campus 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 noon supervisors, teachers, and the administration.

The School Site Safety plan is updated annually by the Safety Committee, which consists of the principal, 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.

### 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 & 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.

### 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 the following:

- Roofing
- Plumbing
- Heating
- Air Conditioning
- Electrical Systems
- Flooring
- Interior/Exterior Painting

For the 2008-09 school year, Pasadena Unified School District has budgeted \$1,478,625 for the deferred maintenance program, which represents 0.76% of the district's general fund budget. The district's governing board has approved 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 between 2006 and 2011.

### Data Sources

Data within the SARC was provided by Pasadena Unified School District, retrieved from the 2007-08 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.



## 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 was for the 2006-07 school year.

For comparison purposes, the CDE has provided average salary data from unified school districts having above 5,000 average daily attendance statewide. The chart illustrates the average teacher salary at the school and compares it to the average teacher salaries at district and state levels.

Average Teacher Salaries	
School & District	
School	\$51,308
District	\$58,083
Percentage of Variation	11.67%
School & State	
All Unified School Districts	\$63,458
Percentage of Variation	19.15%

## Teacher & Administrative Salaries

The 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.

Average Salary Information		
Teachers - Principal - Superintendent		
2006-07		
	District	State
Beginning Teachers	\$38,470	\$39,708
Mid-Range Teachers	\$59,470	\$63,805
Highest Teachers	\$72,170	\$82,081
Elementary School Principals	\$101,204	\$102,166
Middle School Principals	\$104,767	\$107,816
High School Principals	\$112,406	\$116,474
Superintendent	\$230,592	\$183,478
Salaries as a Percentage of Total Budget		
Teacher Salaries	34.3%	40.6%
Administrative Salaries	4.3%	5.2%

## Expenditures & Services Funded

Based on 2006-07 audited financial statements, Pasadena Unified School District spent an average of \$8,409 to educate each student. The chart provides a comparison of San Rafael Elementary School's per pupil funding (from both restricted and unrestricted sources) with district and state (unrestricted) sources.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,985
From Restricted Sources	\$1,258
From Unrestricted Sources	\$4,728
District	
From Unrestricted Sources	\$4,711
Percentage of Variation between School & District	0.36%
State	
From Unrestricted Sources	\$5,300
Percentage of Variation between School & State	10.79%

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 & 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