



**PUSD**  
Pasadena Unified School District

**SUPERINTENDENT**

*Edwin Diaz*

**BOARD OF EDUCATION**

*Tom Selinske*, President  
tselinske@pusd.us

*Scott Phelps*, Vice President  
sphelps@alumni.caltech.edu

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

*Renatta Cooper*, Member  
rcooper@pusd.us

*Bob Harrison*, Member  
bharrison@pusd.us

*Ed Honowitz*, Member  
ehonowitz@pusd.us

*Ramon Miramontes*, Member  
rmiramontes@pusd.us

*Elizabeth Pomeroy*, Member  
epomeroy@pusd.us

**DISTRICT MISSION STATEMENT**

The Pasadena Unified School District'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, democratic society.

*\* Data in this report are reflective of the 2008-09 school year unless otherwise noted.*

# San Rafael Elementary School



*Alyson Beecher*, Principal  
1090 Nithsdale Road  
Pasadena, CA 91105  
(626) 396-5790

**2008-2009 School Accountability Report Card**

*Published in the 2009-2010 School Year*

**Principal's Message**

The staff and families of San Rafael Elementary School are committed to learning together and celebrating the diversity of our student population. In addition to our strong history as a full inclusion school, we have expanded our program to include a new Dual Language Immersion Program in Spanish. Through dedication and hard work, we enable all students to become happy, productive citizens by providing them with a curriculum that challenges and engages each student to reach individual academic excellence.

**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. In the 2008-09 school year, San Rafael Elementary School served 342 students in grades pre-kindergarten through six. The chart displays student enrollment broken down by ethnicity.

Student Enrollment by Ethnic Group	
2008-09	
	Percentage
African American	22.8%
American Indian	0.3%
Asian	1.2%
Caucasian	9.6%
Filipino	1.2%
Hispanic or Latino	63.5%
Pacific Islander	0.3%
Multiple or No Response	1.2%

**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 three years. Prior to this position, Ms. 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 21 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

## 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) 396-5790.

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

	Suspensions & Expulsions					
	School			District		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspensions	3	13	43	3481	4235	3946
Suspension Rate	0.7%	3.6%	12.6%	16.7%	20.6%	19.2%
Expulsions	0	0	0	20	13	17
Expulsion Rate	0.0%	0.0%	0.0%	0.1%	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
- Student-of-the-Month
- President's Award (6th Grade)
- Most Improved
- Character Education Award
- Citizenship Award
- 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
- Ballet Folklorico
- Power Hour
- Science
- Drama
- Homework Club

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.

## School Attendance

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

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities.

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.

## Class Size

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

	Class Size Distribution											
	Average Class Size		Classrooms Containing:									
			1-20 Students			21-32 Students			33+ Students			
07	08	09	07	08	09	07	08	09	07	08	09	
K	18	20	20	4	3	3	-	-	-	-	-	-
1	20	19	21	2	3	1	-	-	1	-	-	-
2	16	20	20	3	2	3	-	-	-	-	-	-
3	20	20	20	2	2	1	-	-	-	-	-	-
4	32	31	28	-	-	-	1	1	2	-	-	-
5	-	31	-	-	-	-	-	1	-	-	-	-
6	-	31	26	-	-	-	-	1	1	-	-	-
K-3	18	19	35	1	1	-	-	-	-	-	-	1
3-4	-	21	30	-	1	-	-	1	1	-	-	-
4-6	29	-	-	-	-	-	4	-	-	-	-	-

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. For the past three years, 100% of K-3 classrooms in the district participated in CSR.

## Minimum Days & Instructional Minutes

During the 2008-09 school year, San Rafael Elementary School offered 180 days of instruction, two of which were minimum days. All instructional time offered during the 2008-09 school year exceeded the daily instructional minute requirements specified in the California Education Code.

### Instructional Minutes By Grade Level

	Minutes Required	Actual Minutes
K	36,000	57,270
1st	50,400	54,585
2nd	50,400	54,585
3rd	50,400	54,585
4th	54,000	54,585
5th	54,000	54,585
6th	54,000	54,585

## 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 27, 2009, and determined that each school within the district has sufficient and good quality textbooks, including visual and performing arts texts, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Additionally, all textbooks and instructional materials used within the district must be aligned with the California Content Standards and Frameworks, with final approval by the Board of Education. The chart displays data collected in December 2009 in regards to the textbooks in use at the school during the current year (2009-10).

### 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%
6th	Science	CPO Science	2007	Yes	0.0%
K-5	Science	Harcourt Brace	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. The students also visit the Pasadena City Library, which is located in the neighborhood, twice a month.

## 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

	06-07	07-08	08-09
Computers	85	75	85
Students per computer	4.7	4.8	4
Classrooms connected to Internet	21	19	17

## 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.

## 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.

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

### Academic Performance Index

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

This table displays the school's statewide and similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API School Results				
	06-07	07-08	08-09	2009 API Growth Score
Statewide Rank	3	3	2	
Similar Schools Rank	6	8	4	
<b>All Students</b>				
Actual Growth	7	-4	47	748
<b>Socioeconomically Disadvantaged</b>				
Actual Growth	-3	-1	37	740
<b>African American</b>				
Actual Growth	-	19	40	714
<b>Hispanic or Latino</b>				
Actual Growth	3	-15	37	754
<b>Students with Disabilities</b>				
Actual Growth	-	-19	-	-
<b>English Learners</b>				
Actual Growth	19	-40	49	723

## 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.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	Not in PI
First Year in PI	2008-2009	-
Year in PI (2009-10)	Year 2	-
# of Schools Currently in PI	-	10
% of Schools Identified for PI	-	29.41%

## California Standards Test

The California Standards Test (CST) show how well students are doing in relation to the state content standards. The CST includes English-Language Arts (ELA) and Mathematics in grades 2 through 11; Science in grades 5 and 8 through 11; and History-Social Science in grades 8, 10, and 11. Student scores are reported as performance levels. Detailed information regarding CST results for each grade and performance level, including the percent of students not tested, can be found at <http://star.cde.ca.gov>.

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards). The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

California Standards Test (CST)									
Subject	School			District			State		
	2007	2008	2009	2007	2008	2009	2007	2008	2009
English/Language Arts	32	30	39	39	42	46	43	46	50
Mathematics	39	40	47	36	39	43	40	43	46
Science	31	54	58	29	34	41	38	46	50
History/Social Science	*	*	*	27	29	35	33	36	41

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

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
African American	33	37	67	
American Indian	*	*	*	
Asian	*	*	*	
Filipino	*	*	*	
Hispanic or Latino	38	49	52	
Caucasian	48	44	*	
Males	37	51	69	
Females	41	42	46	
Socioeconomically Disadvantaged	36	47	54	
English Learners	23	36	*	
Students with Disabilities	28	24	*	

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

## 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 fifth grade. 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).

Percentage of Students in Healthy Fitness Zone			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.1%	36.2%	25.5%

## National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is an evaluation that is representative of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of Students with Disabilities (SD) and English Language Learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress webpage at <http://nces.ed.gov/nationsreportcard/>.

Reporting scores for each subject area are not available for the same year. Reading scores reflect results from 2007 and mathematics scores reflect results from 2009. The first table displays the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight by scale score and achievement level. The second table displays the participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) by Students with Disabilities and/or English Language Learners for grades four and eight.

**NOTE:** Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the district or the individual school.

National Assessment of Educational Progress Reading and Mathematics Results for Grades 4 & 8 By Performance Level - All Students					
	Average Scale Score		% at Each Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007 Grade 4	209	220	30	18	5
Reading 2007 Grade 8	251	261	41	20	2
Math 2009 Grade 4	232	239	41	25	5
Math 2009 Grade 8	270	282	36	18	5

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities (SD) and/or English Language Learners (ELL) By Grades 4 & 8 and Participation Rate - All Students				
	Participation Rate			
	State		National	
	SD	ELL	SD	ELL
Reading 2007 Grade 4	74	93	65	80
Reading 2007 Grade 8	78	92	66	77
Math 2009 Grade 4	79	96	84	94
Math 2009 Grade 8	85	96	78	92

## 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 school does not have an academic counselor on staff. The chart displays a list of support services available to students.

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.

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	1	1.0
Instructional Assistants	16	16.0
Literacy Teacher	1	0.75
Nurse	1	0.4
PE Teacher	1	1.0
Psychologist	1	0.2
Resource Specialist Program (RSP) Teacher	2	2.0
Special Day Class (SDC) Teacher	1	1.0
Speech and Language Specialist	2	0.75

## Teacher Assignment

Pasadena Unified School District recruits and employs the most qualified credentialed teachers. For the 2008-09 school year, San Rafael Elementary School had 19 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

	Teacher Credential Status			District 08-09
	School 06-07	School 07-08	School 08-09	
Fully Credentialed	23	22	19	963
Without Full Credentials	0	0	0	83
Working Outside Subject	0	0	0	8

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.

	Misassignments/Vacancies		
	07-08	08-09	09-10
Misassignments of Teachers of English Learners	1	0	0
Misassignments of Teachers (other)	1	0	0
<b>Total Misassignments of Teachers</b>	<b>2</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

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

	NCLB Compliant Teachers	
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	88.2%	11.8%
District	88.4%	11.6%
High-Poverty Schools in District	96.7%	3.3%
Low-Poverty Schools in District	89.7%	10.3%

## Professional Development

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 where teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. In the 2008-09 school year, staff development topics included Data Director, Thinking Maps, and training on new math textbooks for the elementary schools.

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 Facilities

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. Recent facility improvements include exterior painting of the school, replacement of ceiling tiles in the main building and Building C, replacement of some windows in Building B, and a new shade structure in the Pergola area. Funding from Measure TT will allow for even more improvements to the school. The chart displays the results of the most recent school facilities inspection.

School Facility Conditions				
Date of Last Inspection: 12/15/2009				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			Small leak in water heater: Cafeteria custodian closet. Work order submitted.
Interior	X			Damaged floor tiles: Main office restroom, Rm 12. Work order submitted. Hole in ceiling: Rm 15 closet. Work order submitted. Damaged ceiling tile: Auditorium, Rm 1. Work order submitted.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			Missing cover on electrical box: Rm 12 restroom. Work order submitted. Light switch broken: Auditorium upstairs back room, Cafeteria custodian closet. Work order submitted. Light cover broken: Rm 1.
Restrooms/Fountains	X			Toilet loose and cracked: Main bldg boys restroom. Work order submitted.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			Lock on storage closet needs to be repaired: Rm 14. Work order submitted.

### 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 roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2009-10 school year, Pasadena Unified School District has budgeted \$1,147,120 for the deferred maintenance program, which represents 0.03% of the district's general fund budget.

### Deferred Maintenance Projects

Deferred maintenance projects scheduled for this school for the 2009-10 school year include new paint and new windows.

### Safe School Plan

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 plan was most recently updated and reviewed with school staff in November 2009, and will be updated again in March 2010. 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.

### Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2007-08 school year. The Expenditures Per Pupil table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,482
From Restricted Sources	\$4,270
From Unrestricted Sources	\$4,211
District	
From Unrestricted Sources	\$4,340
Percentage of Variation between School & District	2.96%
State	
From Unrestricted Sources	\$5,512
Percentage of Variation between School & State	23.60%



### District Revenue Sources

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

- Economic Impact Aid (EIA)
- Peer Assistance & Review
- Title I, Parts A & D - Basic & Delinquent Funds
- Title II, Parts A & D - Teacher Quality & Technology
- Title III, Limited English Proficient (LEP)
- Title IV, Safe and Drug Free Schools & Communities (SDFSC)
- Title V, Innovative Programs
- Tobacco Use Prevention Education (TUPE)

### Teacher & Administrative Salaries

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

Average Salary Information		
Teachers - Principal - Superintendent		
2007-08		
	District	State
Beginning Teachers	\$40,200	\$40,786
Mid-Range Teachers	\$62,150	\$65,726
Highest Teachers	\$82,962	\$85,230
Elementary School Principals	\$105,768	\$106,548
Middle School Principals	\$109,482	\$112,237
High School Principals	\$115,961	\$121,617
Superintendent	\$230,600	\$191,155
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.7%	40.6%
Administrative Salaries	4.3%	5.3%

### School Site Teacher Salaries

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

Average Teacher Salaries	
School & District	
School	\$60,575
District	\$61,180
Percentage of Variation	0.99%
School & State	
All Unified School Districts	\$65,905
Percentage of Variation	8.09%

### Data Sources

Data within the SARC was provided by Pasadena Unified School District, retrieved from the 2008-09 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.