



PUSD
Pasadena Unified School District

SUPERINTENDENT

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DISTRICT MISSION STATEMENT

The Pasadena Unified School District's mission is to provide a caring, engaging, challenging educational experience for every student every day.

** Data in this report are reflective of the 2011-12 school year unless otherwise noted.*

San Rafael Elementary School



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2011-2012 School Accountability Report Card

Published in the 2012-2013 School Year

Principal's Message

The academic community at San Rafael is fully committed to meeting the diverse needs of our student population. San Rafael Elementary School is a place where diversity is celebrated and creativity is encouraged. Our students, staff, parents, and community members work tirelessly to ensure that our school provides our students with the necessary learning experiences both in and out of the classroom that best prepares them for an ever-changing world.

At San Rafael, we are expanding our Dual Language Immersion Program in Spanish on a daily basis by actively recruiting families to come and be a part of the San Rafael Family. San Rafael's instructional delivery in both English and Spanish challenges and engages each student to reach for academic excellence. San Rafael students develop cognitive flexibility, which fosters personal confidence. In addition to the core curriculum which every child receives, San Rafael prides itself on developing community partnerships to support Visual and Performing Arts, Math, and Literacy in exciting and creative ways.

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 2011-12 school year, San Rafael Elementary School served 391 students in grades pre-kindergarten through six. The chart displays student enrollment broken down by ethnicity.

| Student Enrollment by Ethnic Group | |
|------------------------------------|------------|
| 2011-12 | |
| | Percentage |
| African American | 11.0% |
| American Indian | 0.5% |
| Asian | 3.1% |
| Filipino | 1.3% |
| Hispanic or Latino | 62.1% |
| Pacific Islander | 0.8% |
| White | 19.4% |
| None Reported | 1.8% |

Discipline & Climate for Learning

Students at San Rafael Elementary School are guided by our school-wide Behavior Plan that promotes respect, responsibility, safety both in the classroom and in every area of our academic community. The goal of at San Rafael is to provide our students with opportunities to foster self-discipline, social responsibility, and pride in our school.

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 | | |
| | 09-10 | 10-11 | 11-12 | 09-10 | 10-11 | 11-12 |
| Suspensions | 18 | 8 | 5 | 2376 | 3094 | 1768 |
| Suspension Rate | 5.2% | 2.6% | 1.3% | 11.8% | 15.6% | 8.9% |
| Expulsions | 0 | 0 | 0 | 10 | 9 | 6 |
| Expulsion Rate | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |

Student Recognition

San Rafael prides itself on celebrating the many accomplishments of our students. Students are recognized both in the individual classrooms as well as school-wide during our many assemblies throughout the school year. Honors and awards include (but are not limited to):

- Outstanding Citizenship
- Perfect Attendance
- Most Improved Student
- Student-of-the-Month

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:

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

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 | | | | | |
| | 10 | 11 | 12 | 10 | 11 | 12 | 10 | 11 | 12 | | | |
| By Grade Level | | | | | | | | | | | | |
| K | 20 | 20 | 26 | 1 | 3 | - | 2 | - | 4 | - | - | - |
| 1 | 19 | 29 | 21 | 2 | - | 1 | 1 | 2 | 2 | - | - | - |
| 2 | 20 | 28 | 30 | 2 | - | - | - | 2 | 2 | - | - | - |
| 3 | 21 | 30 | 27 | - | - | - | 2 | 1 | 2 | - | - | - |
| 4 | 27 | 34 | 33 | - | - | - | 1 | - | - | 1 | 2 | 1 |
| 5 | 28 | 34 | 28 | - | - | - | 2 | - | 2 | - | 1 | - |
| 6 | 31 | - | - | - | - | - | 1 | - | - | - | - | - |
| K-3 | 20 | 24 | 26 | 5 | 2 | 1 | 5 | 7 | 10 | - | - | - |
| 4-6 | 29 | 33 | 28 | - | - | - | 4 | - | 2 | 1 | 3 | 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. For the past three years, 100% of K-3 classrooms in the district participated in CSR.

Instructional Minutes & Minimum Days

In the 2011-12 school year, some grades did not meet the daily instructional minute requirements specified in the California Education Code because the district's school year ran 178 days instead of 180 days. The State allowed the shortage of minutes. The district also provided two minimum days for Back-to-School Night and Open House.

| Instructional Minutes By Grade Level | | |
|--------------------------------------|------------------|----------------|
| | Minutes Required | Actual Minutes |
| K | 36,000 | 56,630 |
| 1st-3rd | 50,400 | 53,975 |
| 4th-5th | 54,000 | 53,975 |

Teacher Assignment

Pasadena Unified School District recruits and employs only the most qualified credentialed teachers available who meet all credential requirements in accordance with State of California guidelines.

| Teacher Credential Status | | | | |
|---------------------------|--------|-------|-------|----------|
| | School | | | District |
| | 09-10 | 10-11 | 11-12 | 11-12 |
| Fully Credentialed | 19 | 13 | 16 | 761 |
| Without Full Credentials | 0 | 0 | 0 | 0 |
| Working Outside Subject | 0 | 0 | 0 | 4 |

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.

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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 | | | |
|--|----------|----------|----------|
| | 10-11 | 11-12 | 12-13 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Misassignments of Teachers (other) | 0 | 0 | 0 |
| Total Misassignments of Teachers | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Highly Qualified Teachers (School Year 2011-12)

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 | 100.0% | 0.0% |
| District | 100.0% | 0.0% |
| High-Poverty Schools in District | 100.0% | 0.0% |
| Low-Poverty Schools in District | 100.0% | 0.0% |

For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 25 percent or less.

Professional Development

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. In the 2009-10 school year, the district offered two development days, and in the 2010-11 and 2011-12 school years, the district offered no staff development days. During these sessions, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies.

In the 2011-12 school year, staff development topics included:

- Teaching with Block Schedule
- Academic Language Development for English Learners
- Teaching Math Conceptually
- Writing: Persuasive, Expository, Narrative
- Step Up to Writing
- Thinking Maps

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.

Counseling & Support Staff (School Year 2011-12)

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.

| Counseling & Support Services Staff | | |
|--|-----------------|----------------------|
| | Number of Staff | Full Time Equivalent |
| Adaptive PE Specialist | 1 | 0.4 |
| Community Liaison | 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 |
| Instructional Aides | 14 | 14.0 |
| Nurse | 1 | 0.4 |
| Psychologist | 1 | 0.2 |
| Resource Specialist Program (RSP) Teacher | 1 | 1.0 |
| Special Day Class (SDC) Teacher | 1 | 1.0 |
| Speech and Language Specialist | 1 | 0.75 |

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.

Data Sources

Data within the SARC was provided by Pasadena Unified School District, retrieved from the 2011-12 SARC template, located on Dataquest (<http://data1.cde.ca.gov/dataquest>), and/or Ed-Data website.

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.

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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 (School Year 2011-12)

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 | No | No |
| Participation Rate | Yes | Yes | Yes | Yes |
| Percent Proficient | Yes | Yes | No | No |
| API School Results | Yes | | Yes | |
| Graduation Rate | N/A | | No | |

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.

Statewide and similar schools API 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.

The first table displays the school's statewide and similar schools API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the 2012 Growth API at the school, district, and state level.

| API School Results | | | |
|---------------------------------|-------|-------|-------|
| | 2009 | 2010 | 2011 |
| Statewide | 3 | 4 | 2 |
| Similar Schools | 4 | 6 | 1 |
| Group | 09-10 | 10-11 | 11-12 |
| All Students at the School | | | |
| Actual API Change | 24 | -26 | 35 |
| Hispanic or Latino | | | |
| Actual API Change | 18 | -59 | 34 |
| Socioeconomically Disadvantaged | | | |
| Actual API Change | 25 | -44 | 11 |
| English Learners | | | |
| Actual API Change | 14 | -48 | 28 |

| 2012 Growth API Comparison | | | | | | |
|---------------------------------|--------------------|--------------|--------------------|--------------|--------------------|--------------|
| | School | | District | | State | |
| | Number of Students | Growth Score | Number of Students | Growth Score | Number of Students | Growth Score |
| All Students at the School | 199 | 780 | 13,127 | 761 | 4,664,264 | 788 |
| Black or African American | 23 | 736 | 2,087 | 711 | 313,201 | 710 |
| Hispanic or Latino | 135 | 744 | 8,065 | 735 | 2,425,230 | 740 |
| White | 29 | 929 | 1,795 | 870 | 1,221,860 | 853 |
| Socioeconomically Disadvantaged | 133 | 733 | 9,393 | 724 | 2,779,680 | 737 |
| English Learners | 76 | 715 | 4,513 | 685 | 1,530,297 | 716 |
| Students with Disabilities | 37 | 673 | 1,719 | 579 | 530,935 | 607 |

Federal Intervention Program (School Year 2012-13)

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 detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

| Federal Intervention Programs | | |
|---------------------------------|-----------|-----------|
| | School | District |
| Program Improvement (PI) Status | In PI | In PI |
| First Year in PI | 2008-2009 | 2011-2012 |
| Year in PI (2012-13) | Year 4 | Year 2 |
| # of Schools Currently in PI | - | 17 |
| % of Schools Identified for PI | - | 51.52% |

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 first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/Language Arts, Mathematics, Social Science, and Science, for the most recent three-year period. 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.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

| California Standards Test (CST) | | | | | | | | | |
|---------------------------------|--------|------|------|----------|------|------|-------|------|------|
| Subject | School | | | District | | | State | | |
| | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 | 2010 | 2011 | 2012 |
| English/Language Arts | 41 | 40 | 50 | 49 | 50 | 51 | 52 | 54 | 56 |
| Mathematics | 48 | 48 | 59 | 44 | 45 | 45 | 48 | 50 | 51 |
| Science | 48 | 36 | 36 | 45 | 48 | 51 | 54 | 57 | 60 |
| History/Social Science | | | | 39 | 39 | 39 | 44 | 48 | 49 |

| California Standards Test (CST) | | | | |
|------------------------------------|------------------------------|-------------|---------|-------------------------------|
| Subgroups | | | | |
| Subject | English/ Language Arts | Mathematics | Science | History/ Social Science |
| District | 51 | 45 | 51 | 39 |
| School | 50 | 59 | 36 | |
| African American/ Black | 40 | 52 | * | |
| Hispanic or Latino | 42 | 52 | 29 | |
| White | 81 | 85 | * | |
| Males | 46 | 59 | 48 | |
| Females | 56 | 58 | 23 | |
| Socioeconomically Disadvantaged | 39 | 52 | 31 | |
| English Learners | 18 | 38 | * | |
| Students with Disabilities | 38 | 42 | * | |

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

California Modified Assessment (CMA)

The California Modified Assessment (CMA) is an alternate assessment (a STAR Program component) that is based on modified achievement standards in ELA for grades three through eleven; Mathematics for grades three through seven, Algebra I, and Geometry; and Science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

California Alternate Performance Assessment (CAPA)

The California Alternate Performance Assessment (CAPA), a component of the STAR Program, includes ELA and Mathematics in grades two through eleven, and Science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

Physical Fitness (School Year 2011-12)

In the spring of each year, San Rafael Elementary School is required by the state to administer a physical fitness test to all fifth grade students. 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 | | | |
|--|-----------------------|-----------------------|----------------------|
| 2011-12 | | | |
| Grade Level | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 9.4% | 9.4% | 81.1% |

Textbooks & Instructional Materials (School Year 2012-13)

Pasadena Unified School District held a public hearing on October 16, 2012, and determined that each school within the district has sufficient and good quality textbooks, including instructional materials, texts for Visual and Performing Arts, Health, and Foreign Languages, and 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 table displays information collected in February 2013 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

| District-Adopted Textbooks | | | | | |
|----------------------------|-------------------------|----------------------------|---------------|------------|-----------|
| Grade Levels | Subject | Publisher | Adoption Year | Sufficient | % Lacking |
| K-5 | Mathematics | Houghton Mifflin | 2008 | Yes | 0.0% |
| K-5 | Reading/ Language Arts | SRA/McGraw-Hill | 2002 | Yes | 0.0% |
| K-5 | Science | Houghton Mifflin/ Harcourt | 2007 | Yes | 0.0% |
| K-5 | Social Science/ History | Scott Foresman | 2006 | Yes | 0.0% |

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.

Computer Resources

Each classroom is equipped with two Internet-connected computers, printer, document camera, and LCD projector. The school is in the process of creating a technology team to determine how to increase the number of computers in classroom as well as to provide computer skills and training to all children. It is a goal of the school to provide each student with computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities.

Further fund-raising and updating technology will occur in the 2011-12 school year in order to provide equity in technology in all classrooms. Additionally, as part of the classroom re-modernization plans, the school would like to place interactive smart boards in all of the classrooms within the next 3 to 5 years.

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.

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 San Rafael Safe School Plan was most recently updated and reviewed with school staff and personnel in February of 2013. 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.

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, and an auditorium. 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. Measure TT improvements are scheduled to begin in the summer of 2012 with upgrades in bathrooms and installation of elevators. The chart displays the results of the most recent school facilities inspection.

| School Facility Conditions | | | | |
|--|----------------------------------|------|------|---|
| Date of Last Inspection: 10/23/2012 | | | | |
| 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 | | | |
| Interior | | X | | Classroom 2 Restroom, Cafeteria Top Entrance, B Building Classroom B1 - Stained ceiling tile. Girl's Restroom A - Ceiling paint is peeling. Classroom 8 - Broken floor tile. Classroom 12 - Wall above drinking fountain has minor damage. Work orders submitted. |
| Cleanliness (Overall Cleanliness, Pest/Vermin Infestation) | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains | X | | | |
| Safety (Fire Safety, Hazardous Materials) | X | | | |
| Structural (Structural Damage, Roofs) | X | | | East Side of Cafeteria Roof - Roof tile is missing. Work order submitted. |
| External (Grounds, Windows, Doors, Gates, Fences) | X | | | Classroom 1 - Gate hinge is broken on patio gate. B Building Classroom B1 - Door is in need of lubricating. Work orders 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

The State School Deferred Maintenance Program 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. Pasadena Unified School District did not participate in the deferred maintenance program for the 2012-13 school year. The chart displays the results of the most recent school facilities inspection.

School Leadership

Leadership at San Rafael Elementary School is a responsibility shared among district administration, the principal, instructional staff, students, and parents. Principal Rudy Ramirez joined the school in the fall of 2012.

Students, parents, community members, and staff 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:

- Dual Language Advisory Council
- English Learner Advisory Council (ELAC)
- GATE Committee
- Parent Teacher Association (PTA)
- Safety Committee
- School Site Council
- Student Council

Parent & Community Involvement

San Rafael Elementary School continues to have very active parents and community members who have also helped us to create specialized Literacy Programs, a GATE Art History Program, and serve to support the school in a variety of ways. Parents may participate in many committees, such as the Parent Teacher Association (PTA) and the English Learner 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.

San Rafael School has partnered with the West Pasadena Residents Association (WPRRA) to provide enrichment classes, educational assemblies, and volunteers to supplement the academic programs at the school. Additionally, they have supported fund-raising efforts for computer and technology needs at the school.

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.

Expenditures & Services Funded (Fiscal Year 2010-11)

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2010-11 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 | \$7,240 |
| From Supplemental/Restricted Sources | \$4,107 |
| From Basic/Unrestricted Sources | \$3,133 |
| District | |
| From Basic/Unrestricted Sources | \$3,973 |
| Percentage of Variation between School & District | -21.14% |
| State | |
| From Basic/Unrestricted Sources | \$5,455 |
| Percentage of Variation between School & State | -42.57% |

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/Unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>.

For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 2011-12)

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 (Fiscal Year 2010-11)

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 district's 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 | | |
| 2010-11 | | |
| | District | State |
| Beginning Teachers | \$39,120 | \$40,932 |
| Mid-Range Teachers | \$60,480 | \$65,424 |
| Highest Teachers | \$80,729 | \$84,596 |
| Elementary School Principals | \$103,554 | \$106,806 |
| Middle School Principals | \$105,864 | \$111,776 |
| High School Principals | \$113,442 | \$120,858 |
| Superintendent | \$238,600 | \$204,089 |
| Salaries as a Percentage of Total Budget | | |
| Teacher Salaries | 33.6% | 39.4% |
| Administrative Salaries | 5.7% | 5.0% |

School Site Teacher Salaries (Fiscal Year 2010-11)

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 | \$65,209 |
| District | \$65,714 |
| Percentage of Variation | -0.77% |
| School & State | |
| All Unified School Districts | \$68,488 |
| Percentage of Variation | -4.79% |