

San Rafael Elementary
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School
Year
California Department of Education

Address: 1090 Nithsdale Rd.
Pasadena, CA , 91105-
1499

Principal: Sandra Rizzo, Principal

Phone: (626) 396-5790

Grade P-5
Span:

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Sandra Rizzo, Principal

📍 Principal, San Rafael Elementary

About Our School



Ms. Rizzo brings more than 25 years of experience as an educator in the Pasadena Unified School District (PUSD) to San Rafael Elementary. She was assistant principal of Marshall Fundamental Secondary School for 13 years. She began her career in PUSD as a Spanish language and literature teacher at Marshall, where she initiated the Spanish for Native Speakers program; 100% of her first-year students passed the AP Spanish exam.

Ms. Rizzo is a product of PUSD schools and attended Hamilton, Jefferson, Wilson, and Marshall Fundamental. She has a Bachelor of Arts degree in Spanish language from California State University Northridge, a Master's in School Administration, and an administrative credential from California State Polytechnic University Pomona.

Contact

San Rafael Elementary
1090 Nithsdale Rd.
Pasadena, CA 91105-1499

Phone: (626) 396-5790

Email: rizzosmith.sandra@pusd.us

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Blanco, Elizabeth
Email Address	blanco.elizabeth@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2025–26)

School Name	San Rafael Elementary
Street	1090 Nithsdale Rd.
City, State, Zip	Pasadena, CA , 91105-1499
Phone Number	(626) 396-5790
Principal	Sandra Rizzo, Principal
Email Address	rizzosmith.sandra@pusd.us
Website	http://sanrafael.pusd.us
Grade Span	P-5
County-District-School (CDS) Code	19648816021729

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

San Rafael's Vision Statement:

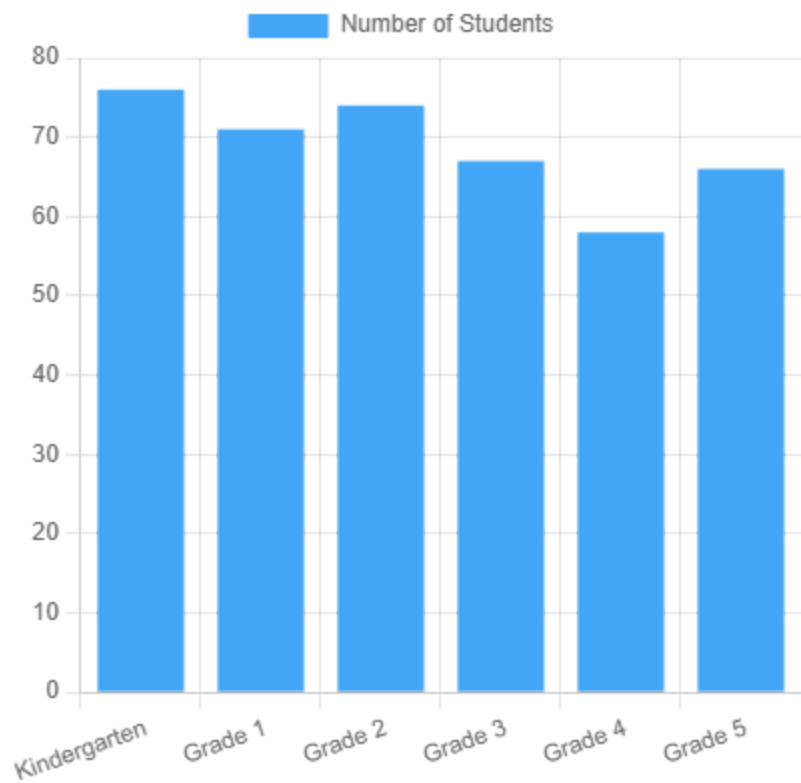
San Rafael Elementary School is a dual immersion Spanish and English language program that develops bi-cognitive students who meet high academic standards and are models for positive cross-cultural attitudes and behavior. Working together with a highly-engaged community of students, staff, and family, San Rafael creates lifelong learners who possess an expanded worldview and are prepared to be successful in a global society.

San Rafael's Mission Statement:

The mission of San Rafael San Rafael Elementary School is to provide a child-centered academic program that meets the diverse needs of our community in an additive bilingual setting.

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

Grade Level	Number of Students
Kindergarten	76
Grade 1	71
Grade 2	74
Grade 3	67
Grade 4	58
Grade 5	66
Total Enrollment	412



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

Student Group	Percent of Total Enrollment	Student Group (Other)	Percent of Total Enrollment
Female	54.60%	English Learners	9.00%
Male	45.40%	Foster Youth	0.00%
Non-Binary	0.00%	Homeless	0.00%
American Indian or Alaska Native	0.20%	Migrant	0.00%
Asian	1.70%	Socioeconomically Disadvantaged	34.00%
Black or African American	2.20%	Students with Disabilities	14.30%
Filipino	0.00%		
Hispanic or Latino	72.30%		
Native Hawaiian or Pacific Islander	0.00%		
Two or More Races	6.10%		
White	15.00%		

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.50	82.86%	633.30	82.92%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	7.90	1.05%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	11.43%	38.30	5.02%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	5.71%	17.90	2.34%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	66.10	8.67%	15831.90	5.67%
Total Teaching Positions	17.50	100.00%	763.80	100.00%	279044.80	100.00%

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

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.50	94.29%	580.10	79.31%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	8.60	1.19%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	5.71%	52.00	7.12%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	20.60	2.83%	11746.90	4.23%
Unknown/Incomplete/NA	0.00	0.00%	69.80	9.55%	14303.80	5.15%
Total Teaching Positions	17.50	100.00%	731.40	100.00%	277698.00	100.00%

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

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.00	93.75%	547.50	73.41%	230039.40	100.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	13.70	1.85%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	6.25%	139.60	18.73%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	13.50	1.81%	12112.80	4.34%
Unknown/Incomplete/NA	0.00	0.00%	31.30	4.20%	13705.80	4.91%
Total Teaching Positions	16.00	100.00%	745.90	100.00%	278927.10	100.00%

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

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

Authorization/Assignment	2021– 22 Number	2022– 23 Number	2023– 24 Number
Permits and Waivers	2.00	0	0.00
Misassignments	0.00	1	1.00
Vacant Positions	0.00	0	0.00
Total Teachers Without Credentials and Misassignments	2.00	1	1.00

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2021– 22 Number	2022– 23 Number	2023– 24 Number
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0.00
Local Assignment Options	0.00	0	0.00
Total Out-of-Field Teachers	1.00	0	0.00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0%	9%	9.00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0%	0%	0.00%

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

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

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

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Heggerty Bridge to Reading student READ book V1 Kinder- Reading Foundations	0
	Heggerty Bridge to Reading student READ book V2 Kinder- Reading Foundations	
	Heggerty Bridge to Reading student READ book V3 Kinder- Reading Foundations	
	Heggerty Bridge to Reading student READ book V1 1st- Reading Foundations	
	Heggerty Bridge to Reading student READ book V2 1st- Reading Foundations	
	Heggerty Bridge to Reading student READ book V3 1st- Reading Foundations	
	Heggerty Bridge to Reading student READ book V1 2nd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V2 2nd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V3 2nd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V1 3rd- Reading Foundations	
	Heggerty Bridge to Reading student READ book V2 3rd- Reading Foundations	
	Heggerty Bridge to Reading Oral Reading Foundations 3rd- Reading Foundations	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	Fluency (ORF) Heggerty Phonological Awareness ELA Grades 3-5 Into Reading Student myBook softcover ELA Grade K Into Reading Student myBook softcover ELA Grade 1 Into Reading Student myBook softcover ELA Grade 2 Into Reading Student myBook softcover ELA Grade 3 Into Reading Student myBook softcover ELA Grade 4 Into Reading Student myBook softcover ELA Grade 5 Arriba la Lectura Student myBook softcover SLA Grade K Arriba la Lectura Student myBook softcover SLA Grade 1 Arriba la Lectura Student myBook softcover SLA Grade 2 Arriba la Lectura Student myBook softcover SLA Grade 3 Arriba la Lectura Student myBook softcover SLA Grade 4 Arriba la Lectura Student myBook softcover SLA Grade 5	
Mathematics	iReady Classroom K Vol 1 (2024) Math K iReady Classroom K Vol 2 (2024) Math K iReady Classroom 1 Vol 1 (2024) Math 1	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	iReady Classroom 1 Vol 2 (2024) Math 1	
	iReady Classroom 2 Vol 1 (2024) Math 2	
	iReady Classroom 2 Vol 2 (2024) Math 2	
	iReady Classroom 3 Vol 1 (2024) Math 3	
	iReady Classroom 3 Vol 2 (2024) Math 3	
	iReady Classroom 4 Vol 1 (2024) Math 4	
	iReady Classroom 4 Vol 2 (2024) Math 4	
	iReady Classroom 5 Vol 1 (2024) Math 5	
	iReady Classroom 5 Vol 2 (2024) Math 5	
	iReady Classroom K Spanish DLIP Math Vol 1 (2024) DLIP Math Spanish - K	
	iReady Classroom K Spanish DLIP Math Vol 2 (2024) DLIP Math Spanish - K	
	iReady Classroom 1 Spanish DLIP Math Vol 1 (2024) DLIP Math Spanish - 1	
	iReady Classroom 1 Spanish DLIP Math Vol 2 (2024) DLIP Math Spanish - 1	
	iReady Classroom 2 Spanish DLIP Math Vol 1 (2024) DLIP Math Spanish - 2	
	iReady Classroom 2 Spanish DLIP Math Vol 2 (2024) DLIP Math Spanish - 2	
	iReady Classroom 3 Spanish DLIP Math Vol 1 (2024) DLIP Math Spanish - 3	
	iReady Classroom 3 Spanish DLIP Math Vol 2 DLIP Math Spanish - 3	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
(2024)		
Science	STEMscopes K-5 Science	0
History-Social Science	TCI-ME AND MY WORLD Kinder Social (2016) Studies	0
	TCI-MY SCHOOL AND FAMILY (2016) 1st Social Studies	
	TCI-MY COMMUNITY (2016) 2nd Social Studies	
	TCI-CALIFORNIA'S COMMUNITIES (2016) 3rd Social Studies	
	TCI-CALIFORNIA PROMISE (2016) 4th Social Studies	
	TCI-AMERICA'S PAST (2016) 5th Social Studies	
	TCI-ME AND MY WORLD - Notebook Kinder Social Studies	
	TCI-MY SCHOOL AND FAMILY - Notebook 1st Social Studies	
	TCI-MY COMMUNITY - Notebook 2nd Social Studies	
	TCI-CALIFORNIA'S COMMUNITIES - Notebook 3rd Social Studies	
	TCI-CALIFORNIA PROMISE - Notebook 4th Social Studies	
	TCI-AMERICA'S PAST - Notebook 5th Social Studies	
	TCI-ME AND MY WORLD - SPANISH (2016) Kinder Social Studies - Spanish	
	TCI-MY SCHOOL AND FAMILY - SPANISH (2016) 1st Social Studies - Spanish	
	TCI-MY COMMUNITY - SPANISH (2016) 2nd Social Studies - Spanish	
	TCI-CALIFORNIA'S COMMUNITIES - SPANISH (2016) 3rd Social Studies - Spanish	

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	TCI-CALIFORNIA PROMISE - SPANISH (2016) TCI-AMERICA'S PAST - SPANISH (2016) ME AND MY WORLD - SPANISH Notebook MY SCHOOL AND FAMILY - SPANISH Notebook MY COMMUNITY - SPANISH Notebook CALIFORNIA'S COMMUNITIES - SPANISH Notebook CALIFORNIA PROMISE - SPANISH - Notebook AMERICA'S PAST - SPANISH - Notebook	4th Social Studies - Spanish 5th Social Studies - Spanish Kinder Social Studies - Spanish 1st Social Studies - Spanish 2nd Social Studies - Spanish 3rd Social Studies - Spanish 4th Social Studies - Spanish 5th Social Studies - Spanish
Foreign Language		0
Health		0
Visual and Performing Arts		0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

A scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

PUSD maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

PUSD has adopted cleaning standards for all schools in the District.

The PUSD Facilities Master Plan provides an outline of modernization plans for school sites based upon input from educational partners and identified student needs. More information can be found at: <https://www.pusdplan.org/>

School Facility Good Repair Status

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

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

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

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

Overall Facility Rate

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

Overall Rating	Good
----------------	------

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023– 24	School 2024– 25	District 2023– 24	District 2024– 25	State 2023– 24	State 2024– 25
English Language Arts / Literacy (grades 3-8 and 11)	48%	51%	46%	48%	47%	48%
Mathematics (grades 3-8 and 11)	51%	45%	35%	36%	35%	37%

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

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	189	189	100.00%	0.00%	51.32%
Female	97	97	100.00%	0.00%	55.67%
Male	92	92	100.00%	0.00%	46.74%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	147	147	100.00%	0.00%	42.18%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	12	100.00%	0.00%	91.67%
White	21	21	100.00%	0.00%	80.95%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.00%	0.00%	20.93%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	31	31	100.00%	0.00%	25.81%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative

Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	189	189	100.00%	0.00%	44.97%
Female	97	97	100.00%	0.00%	41.24%
Male	92	92	100.00%	0.00%	48.91%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0%	0%	0%
Hispanic or Latino	147	147	100.00%	0.00%	38.78%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	12	12	100.00%	0.00%	75.00%
White	21	21	100.00%	0.00%	57.14%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.00%	0.00%	23.26%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	31	31	100.00%	0.00%	22.58%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2023–24	School 2024–25	District 2023–24	District 2024–25	State 2023–24	State 2024–25
Science (grades 5, 8, and high school)	35.71%	26.15%	31.97%	31.22%	30.73%	32.52%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2024–25)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	65	100.00%	0.00%	26.15%
Female	32	32	100.00%	0.00%	28.13%
Male	33	33	100.00%	0.00%	24.24%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	0	0	0%	0%	0%
Filipino	0	0	0%	0%	0%
Hispanic or Latino	54	54	100.00%	0.00%	24.07%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	21	21	100.00%	0.00%	19.05%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	12	12	100.00%	0.00%	8.33%

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

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

The district provides parent education opportunities to enhance parenting skills, explanation of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology, leadership, etc. Additionally, the district, in cooperation with individual school sites, encourages and recruits parents to volunteer in schools and take leadership roles in parent advisory committees at schools and at the district level.

The district provides professional development for school and district staff on customer service, how to better engage parents and families, strategies on establishing two-way, and meaningful communication between families and schools.

Parents are encouraged to participate and serve in groups such as the African American Parent Council (AAPC) and Parent-Teacher-Student Association (PTSA)/Parent-Teacher Association (PTA) and in school decision making through the School Site Council (SSC) and the English Language Advisory Committee (ELAC). Parents are invited to attend field trips as chaperones, be guest speakers and teachers in classes, and be a part of all other school events.

Contact information: Office of Family and Community Engagement, (626) 396-3600 ext. 88191 AAPC Chair Ouida Lujan

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2024–25)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	413	412	56	13.6%
Female	225	225	30	13.3%
Male	188	187	26	13.9%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	299	298	46	15.4%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	25	25	1	4.0%
White	62	62	5	8.1%
English Learners	41	41	11	26.8%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	180	180	37	20.6%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	64	64	7	10.9%

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022– 23	School 2023– 24	School 2024– 25	District 2022– 23	District 2023– 24	District 2024– 25	State 2022– 23	State 2023– 24	State 2024– 25
Suspensions	0.00%	0.00%	0.00%	3.19%	2.76%	1.96%	3.60%	3.28%	2.94%
Expulsions	0.00%	0.00%	0.00%	0.01%	0.03%	0.01%	0.08%	0.07%	0.06%

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

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00%	0.00%
Female	0.00%	0.00%
Male	0.00%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

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

School Safety Plan (School Year 2025–26)

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

The School Site Safety Plan is revised annually by the Leadership Team and School Site Council. The Safety Plan is reviewed with all staff members and modified based on student data at the beginning of each school year. The plan was most recently updated and reviewed with school staff in February of 2023. Key elements of the Safety Plan include the maintenance of a safe, orderly, and drug-free school. The schools comply with the laws, rules, and regulations about hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during an emergency. Fire, disaster, and lockdown drills, etc are conducted on a regular basis throughout the school year. Our staff is trained on the emergency procedures and we practice these protocols often.

D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	23.00	0	3	0
1	24.00	0	3	0
2	20.00	2	1	0
3	22.00	0	3	0
4	31.00	0	2	0
5	29.00	0	2	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	24.00	0	3	0
1	24.00	0	3	0
2	23.00	0	3	0
3	20.00	2	1	0
4	33.00	0	1	1
5	29.00	0	2	0
6	0.00	0	0	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00		3	
1	24.00		3	
2	25.00		3	
3	22.00		3	
4	29.00		2	
5	33.00		1	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Student Support Services Staff (School Year 2024–25)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.50
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.00
Other**	0.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	--	--	--	--
District	N/A	N/A	--	\$101551.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$11146.18	\$103743.00
Percent Difference – School Site and State	N/A	N/A	--	--

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2024–25)

San Rafael Elementary School offers a highly effective Dual Language Immersion Program in Spanish and English, designed to develop bi-cognitive students who excel academically while fostering positive cross-cultural attitudes and behaviors. The program prepares students to thrive in a global society, supported by a dedicated community of students, staff, and families who work together to nurture lifelong learners with a broad worldview.

In addition to a strong instructional staff, classroom teachers are supported by a **Dual Language Immersion Program Teacher in Special Assignment**, enhancing the program's success. The school's leadership and operations are maintained by a **Principal, Office Manager, Clerk Typist, two custodians, a part-time School Nurse, a Health Clerk**, and various **Project Aides**. These staff members ensure smooth day-to-day operations, creating a supportive learning environment for all students.

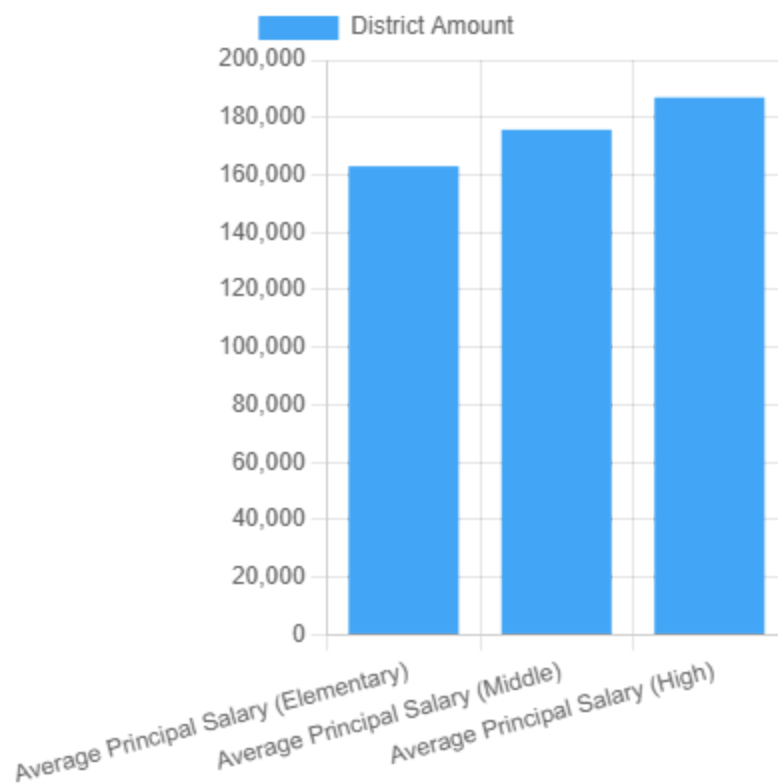
San Rafael continues to receive **Title I funding**, which is combined with other funding sources to support critical programs, including the hiring of an **Intervention Teacher** for the 2023-2024 school year. This funding helps ensure that students who need additional academic support receive targeted assistance to meet their educational goals. The school's **Annual Fund** remains a key resource, allowing for the funding of a **full-time Physical Education Teacher, a full-time Artist in Residence, a part-time Music Teacher**, and the salaries for **Project Aides**, all of which enhance the school's offerings in physical education, arts, and overall student engagement.

In addition to academic and enrichment services, San Rafael partners with **Hillsides Agency**, which provides school-based **mental health services** to students who qualify. Special education students continue to receive services tailored to their **Individualized Education Programs (IEP)**, which may include **speech and language therapy, occupational therapy, behavioral services**, and **adapted physical education**. The school also benefits from a **Special Education Instructional Assistant** who provides essential support to students in both general education and specialized settings, ensuring all students receive the support they need to succeed academically and socially.

Teacher and Administrative Salaries (Fiscal Year 2023–24)

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

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



Professional Development

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