

PASO ROBLES JOINT UNIFIED SCHOOL DISTRICT

**BAUER SPECK
ELEMENTARY SCHOOL**

**S A R C
1998 - 1999
ANNUAL REPORT**

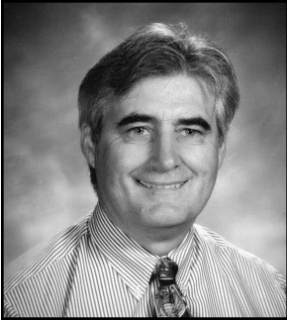


Home of the Bobcats

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PRINCIPAL'S MESSAGE

from Ron George



This report will provide parents and other interested people a variety of information about the school, its resources, its successes, and the area in which improvements are needed.

As you read this report card for Bauer Speck School, I believe you will find that our fine school has many outstanding characteristics and has had many accomplishments.

Bauer Speck Elementary School - Statement

Together, families, staff, and community work to provide a variety of experiences so that all Bauer

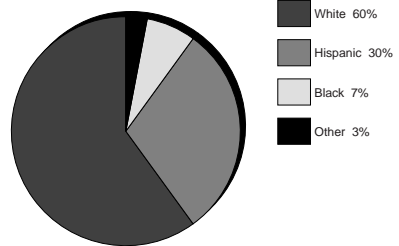
Speck students may enhance their self-worth and develop into life-long learners. At Bauer Speck we are proud of our safe and positive environment where all people are accepted and appreciated.

School Profile

Bauer Speck School originally opened in 1941 and is the site of the first school in Paso Robles. Our school is named after Marie Bauer and Glen Speck, former educators of Paso Robles Public Schools. Our campus serves kindergarten through fifth grade students. Bauer Speck is proud of the ethnic diversity of its student body. The chart to the right represents the ethnic composition for the 1998-99 school year.

Student Ethnic Demographics

Bauer Speck Elementary School



Introduction

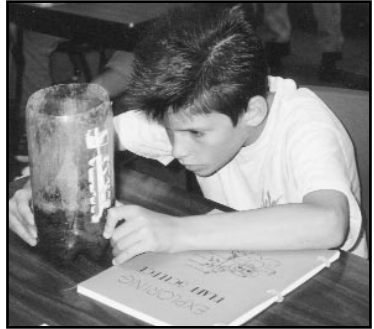
Under Proposition 98, an initiative passed by California voters in November 1988, schools in California are required to prepare an annual School Accountability Report Card assessing school conditions. The objective is to inform the local school community about conditions and progress being made at the local school site. The report card is issued annually by local school boards for each elementary and secondary school in the state.

Student Achievement

Bauer Speck Elementary School promotes academic achievement so that our graduates will attain the knowledge, skills, and attitudes which will enable success in life-long academic, personal, occupational and civic pursuits. Our students are making academic progress in a wide range of areas.

Each spring, students in grades 2-5 are given a nationally-normed test.

The chart below uses national percentile scores to indicate how students performed in comparison to other students in the nation in the same grade level in reading and math.



- *Percentiles do not indicate the percent of correct responses.*
- *A 60 percentile indicates that the group of students had more correct responses than 60 percent of the students tested in the nation and 40 percent of those tested in the nation had more correct responses.*
- *National percentile ranks for science were available for the first time in 1998-99 for 6th, 7th, and 8th grade.*

National Percentile Rank (All Students)

Subject	Math			Reading		
	96/97	97/98	98/99	96/97	97/98	98/99
2nd gr.	50	50	28	34	44	33
3rd gr.	54	44	51	49	44	44
4th gr.	48	41	48	46	46	49
5th gr.	37	40	43	41	45	42

Multiple Measures

New rigorous state standards have been set in Language Arts (reading and writing) and Mathematics. The district has developed multiple measures to determine if students are meeting or exceeding the standards.

Percentage of Students Meeting or Exceeding Standards 1998-99

	Math		Language Arts	
1st gr.	70%		65%	
	Math	Reading	Writing	
2nd gr.	49%	57%	52%	
3rd gr.	81%	87%	62%	
4th gr.	64%	59%	67%	
5th gr.	60%	50%	61%	

Instruction and Leadership

Instructional Program/Standards

Paso Robles Public Schools has a high-quality instructional program. Grade level standards in math, reading/language arts, science, and social studies are aligned with current state frameworks. The textbooks and programs used in these core curriculum areas were all adopted for use by the California State Board of Education. Following the adoption of state standards in mathematics and language arts in December of 1997, the district began the process of aligning the district grade level standards to the state standards. A well-trained and dedicated staff works to assist students in meeting the grade level standards. Textbooks and core instructional materials are provided to all children.

Teachers and paraeducators are highly trained in the area of instruction and student learning. Teachers meet regularly in grade level meetings and as an entire staff to discuss teaching strategies, curriculum, and student achievement.

A school leadership team meets regularly to discuss current school-wide issues.



School Site Council

The School Site Council meets monthly to discuss and make decisions about our school-wide consolidated projects. The School Site Council also participates in decisions involving school environment and behavioral expectations of students.

PTA

The Parent Teacher Association is involved in many aspects of Bauer Speck School. Funds are provided for field trips, assemblies, technology and parent communication. The PTA plans and implements many family events.

Student Study Team

The Student Study Team, consisting of the parent, classroom teacher, teacher advisors, reading specialist, special education teacher, school psychologist, counselor, Healthy Start advocate, school nurse, speech therapist and principal, meet at least once weekly to discuss individual student needs. The team meets, discusses student needs and makes recommendations.

LEP/GATE

Services are provided for students with a wide variety of needs. Programs are provided for special education students, limited-English-proficient students, gifted and talented students, and students who have an interest in fine arts.

Healthy Start

Located on the school site is the Healthy Start family services center. The center coordinates the services of county and school agencies to provide help for families in need.

Counseling and Other Student Support Services

Paso Robles Public Schools has a Guaranteed Guidance Plan. Below are some of the services provided for students at Bauer Speck School:

- **Bilingual Paraeducator**–Works with children who are limited- or non-English speaking. All students are assigned to a class but receive assistance within the class or on an individual basis.
- **Computer Lab Assistant**–Assists teachers with weekly computer instruction for students.
- **Counselor**–Counseling sessions are offered on an individual and group basis by a counseling intern who is under the supervision of a qualified licensed counselor. This is a valuable educational service designed to teach a variety of skills to help increase your child's achievement in school.
- **District Nurse**–The nurse works with students who are referred for health needs and supervises hearing, dental, and vision screening. She works with families, local physicians and county health officials. Office personnel handle daily first aid needs.
- **Drug Abuse Resistance Education (DARE)**–The Paso Robles Police Department offers a program for all first through fifth grade students.
- **Extended Day**–This after-school program is provided for kindergarten through grade 5 until 6:00 p.m., Monday through Friday.
- **Healthy Start Program**–Students are identified and referred to the Healthy Start program to receive health services, academic assistance, and referrals to support agencies offering additional support.
- **Librarian**–One Librarian serves five elementary schools, working with school library/media technicians to ensure that instruction in the use of the library is provided to all K-5 students.
- **Library/Media Technician**–A library technician at each school supervises students in the library and assists students in the selection, location and use of materials.

- **Music Specialist**—A music specialist provides weekly music instruction for grades 2 through 4. Students in grade 5 have the opportunity to participate in an instrumental music program.
- **Paraeducators**—Are assigned to some classrooms and provide individual and small group help for students.
- **Physical Education Specialist (P.E.)**—A physical education specialist provides daily instruction for grades 4 and 5.
- **Psychological Services**—Identifies students with specific learning and emotional problems and is involved in finding solutions for them.
- **Reading Specialist**—Assists students who are having difficulty in reading and coordinates and maintains an effective school-wide reading instructional program.
- **Resource Specialist Program (RSP)**—Students with identified learning problems are provided with specialized instruction in their specific areas of need by the resource specialist. The RSP teacher also works with classroom teachers to help them meet individual student needs.
- **Special Day Class (SDC) Teacher**—Works with individualized students with learning difficulties. Students remain in these classes for the majority of the school day.
- **Speech and Language**—Our specialist screens students for speech problems and provides therapy for those who qualify.
- **Student Study Team**—A group consisting of the principal, psychologist, special education teachers, speech therapist, reading specialist, and classroom teachers meet to study individual students who appear to be at serious risk academically, behaviorally, or emotionally. Solutions are formulated and an action plan is written.

Assignment Of Teachers

Our teachers are recognized throughout the county, state, and nation for their knowledge and expertise. Our staff is fully credentialed to teach within their subject or specialty areas. More than thirty percent of our teaching staff holds education credentials of a master's degree or above. To honor our outstanding teaching professionals, our elementary schools have been named after former educators in the community. Many of these educators continue to remain active volunteers at their "namesake" schools.

Substitute Teachers

Paso Robles Public Schools draws from a pool of qualified substitute teachers who are available to fill in when a regular teacher is absent. To assure classroom continuity, the substitute teacher follows the lesson plan provided by the regular teacher. On rare occasions when substitutes are not available, administrators and other properly credentialed staff are assigned to cover classes.

Teacher/Staff Training and Curriculum Development

Training/Professional Growth

At Paso Robles Public Schools there is a comprehensive training and professional renewal program for teachers, administrators, and support staff. All new teachers are offered district and site training. Topics included in the New Teacher Orientation are classroom management and discipline, district curriculum overview, curriculum planning, and how to access available resources. New K-3 teachers also receive training on teaching reading to beginning readers, district assessment of reading, and classroom management strategies to provide small groups and individual instruction. During the 1998-99 school year, K-5 district reading and mathematics specialists were available to support new and veteran teachers.

Mentor Teachers

Mentor teachers provide ongoing support in key curriculum areas as well as new teacher support. During the 1998-99 school year, there were mentors specializing in reading/language arts (5), new teachers (2), technology (3), second language support (1), art (1), and physical education. In addition, a school site technology mentor is available to staff. Mentor teachers offer workshops and classes throughout the year and work to assist staff individually.

Staff Development Days

Six professional development days were scheduled during the 1998-99 school year. We devoted two days to reading, three days to site planning, and one day was a conference inservice day. During this conference inservice day, teachers selected three workshops from more than 30 different offerings. Selected staff members were also able to attend three days of inservice on Specially Designed Academic Instruction in English (SDAIE) to fulfill the requirement of SB 1969. Workshops were also provided to paraeducators and clerical staff based on job function. Besides professional development days, teachers receive training through attendance at workshops and conferences supported by state and federal categorical programs or as part of a district curriculum review team.

Developing Curriculum

There is an extensive process used to develop new curriculum and to select new textbooks and instructional materials for classroom use. A committee reviews all core curriculum areas (reading/language arts, mathematics, social studies, and science). The committee is made up of teachers, administrative staff, parents, and subject area specialists. The committee reviews student achievement data, identifies the current program's strengths and weaknesses, reviews state and national documents, and identifies the goals of the curriculum development process. Teachers developing elective and specialty courses work in conjunction with professionals in the field. At the K-8 level, the committee reviews the state-adopted textbooks at the Instructional Materials Resource Center at the local university, Cal Poly. All textbooks recommended for adoption are put on public display for a minimum of five days. The public is notified through newspaper, radio, and, when available, school newsletters. The textbook recommendations and grade level standards or course descriptions are then submitted to the Board of Trustees along with any public comments or concerns.

A formal challenge process is also available to the public for instructional materials. The committee plans the appropriate professional development activities for staff members and continues to meet during the first year of use to monitor the implementation of the new curriculum and adoption.

During the 1998-99 school year, the focus of curriculum review was aligning the district curriculum in reading/language arts and mathematics with the State standards. The curriculum review committees comprised of teacher representatives, K-5 district reading and mathematics specialists, K-5 and 6-8 school site reading specialists, parent representatives, and the District Coordinator of Curriculum and Staff Development, met throughout the year to review the reading, language arts and mathematics materials. Recommendations were made to the Board of Trustees during an evening study session. A public display of recommended material was conducted at the public library and at the Teachers' Center.

Teacher Evaluations

Teachers and administration collaborate through an established evaluation system which includes: monitoring student progress, instructional techniques, adherence to the curriculum, the learning environment, and other assigned professional duties. First- and second-year teachers are evaluated every year, and permanent teachers are formally evaluated every other year. A formal evaluation includes teacher/administrator conferences, goal setting, classroom observations, and a written evaluation.

Class Size/Reduction and Teaching Loads

Class Size Reduction

Our schools work to keep student-to-teacher ratios at or below contractual agreements. Since the outset of the Morgan-Hart Class Size Reduction Act in 1989, Paso Robles Public Schools have implemented class size reduction (CSR) for all ninth grade English classes. With the enactment of Class Size Reduction for primary grades, we have implemented class size reduction in grades Kindergarten, 1, 2, and 3. This has provided class size averages of 20 or lower and an opportunity for individualized teacher/student interaction and performance assessment. Since September 1999, class size reduction in ninth grade mathematics has also been implemented.

The major goal of class size reduction has been to improve learning for students. To accomplish this, our district has selected additional qualified teachers, established staff development programs to assist teachers in developing and redefining instructional skills, and purchased additional classrooms and instructional materials. Our district has made a significant effort to enhance student learning by achieving lower student/teacher ratios.

Measuring Class Size and Teaching Loads

To measure class size and teaching loads (which are changing variables in any given school year), we mark a given point in time to assess what the current class totals and ratios are. The most widely used information-gathering technique for districts throughout the state is the California Basic Educational Data System (CBEDS). The following data is from the October 7, 1998 CBEDS, the most current information available.

Average Class Size/Bauer Speck School

# of Students	# of Teachers	Average Class Size
573	33	17.4

Number of Classes and Enrollment for Bauer Speck School - by Grade Level

Grade Level	# of Classes	# of Students Per Grade Level
K	4.5	84
1	5	92
2	5	93
3	5.5	103
4	3.5	99
5	2.5	83
*Other		19
*Ungraded Elementary K-8		
Ungraded elementary means any students in kindergarten through grade 8 in an ungraded program. These may include special education students in special day classes.		

District-wide Staffing

Average number of students served based on numbers of students per staffing category	
Teacher	19.6
Pupil Services Employee	260.04
Administrator	244.69

Textbooks and Instructional Materials

Paso Robles Joint Unified School District sets a high priority on ensuring that there are sufficient and current textbooks to support the instructional programs. Adoptions are coordinated with the State's cycle, ensuring that textbooks are always current. Teachers, parents, and district staff participate in textbook adoption committees to review and make recommendations for adoptions to be approved by the Board of Trustees. We put all textbooks on public display prior to Board approval. New language arts texts were adopted for the 1998-99 school year in grades K and 3-5 as a result of this process. In the 1999-2000 school year, grades 1-2 will receive language



arts textbooks, and a new spelling program will be added in grades 2-5. Also, in 1999-2000, we will move the second through fifth grade MathLands programs down one year to first through fourth grades to meet the new state mathematics standards. A new textbook will be adopted for use in fifth grade.

Bauer Speck has several resources which augment the instructional program. Support personnel include the following: music teacher, P.E. teacher and two assistants, speech teacher, RSP (Resource Specialist Program) teacher, two SDC (Special Day Class) teachers, psychologist, counselor, and reading specialist. Paraeducators work in all rooms in grades K-3 to provide small group instruction and individual tutoring.

Language Arts

The school is particularly strong in supporting the area of language arts. A reading specialist works with groups of students in grades 1-3 to provide additional reading instruction. She also assists classroom teachers with the district-mandated assessment program. A paraeducator offers an Early Intervention Program (one-on-one). Two other paraeducators do Early Intervention in Spanish. Two fully-equipped resource rooms have instructional materials in all areas of the curriculum.

Technology

Students are able to access computer technology in the computer lab and classroom settings. Each classroom is equipped with one or more computers and printers. Two three-hour classified employees provide instruction for students and maintain the computer lab. A site technology mentor has been designated to provide technical and instructional support.

Instructional Minutes

For grades K-5, the instructional minutes per day and total per year meet or exceed legal requirements.

Minimum Days

Minimum days are scheduled on the school calendar on the day before Thanksgiving break, mid-year and the last day of school. In addition at the K-8 levels, student minimum days are scheduled for 11 parent-teacher conference days during the year.

Attendance and Dropout Rates

School attendance policies and procedures have been established to assist students in developing responsibility. Student absences are monitored to identify students who need help, and appropriate intervention can take place through student and parent counseling. At-risk students are provided alternative educational programs to meet their needs.

1998-99 Average Daily Attendance	*The average daily attendance was 549 out of 579 students
<i>*Data is from the October 7, 1998 CBEDS publication</i>	

We place a high priority on reducing the number of student dropouts. With district-wide strategies and school and home collaboration, a continuing decline in the number of dropouts is expected.

Estimated Expenditures and Services Funded

Base Revenue Limit Per Student

The figures below represent the revenue limit, which is the amount that the district receives from the state to educate our students. In the 1998-99 school year, that amount was \$4,696.78 per student.

1998-99-Expenditures/Special Projects

The chart below reflects expenditures for special projects for students at Bauer Speck School.

School Improvement Program	\$ 43,473
Title I (Chapter I)	\$ 83,480
Title VI (Chapter II)	\$ 1,165
Economic Impact Aide	\$ 22,700
Gifted and Talented	\$ 1,872

Other special grants expended on Bauer Speck School:

- Eisenhower
- Drug & Tobacco Use Prevention
- State Instructional Materials
- Miller Unruh
- Site Block Grant
- Conflict Resolution
- Math Teacher Instructional Grant
- Student Academic Partnership Grant

1998-99 K-3 Expenditures for Class Size Reduction

Beginning in September 1996, Paso Robles Public School implemented class size reduction in grades 1 and 2. Since February 1997, class size reduction has been implemented in kindergarten and grade 3. For the 1998-99 school year, \$5,176,477 was spent for class size reduction for grades K-3.

1998-99 K-8 District Spending

For students in grades K-8, the following additional funds were spent in special categories:

TUPE (4-8)	\$ 10,969
Healthy Start	\$ 169,769
Preschool	\$ 83,916
Emergency Immigrant Education	\$ 36,844
Early Mental Health	\$ 36,987

Classroom Discipline and Climate for Learning

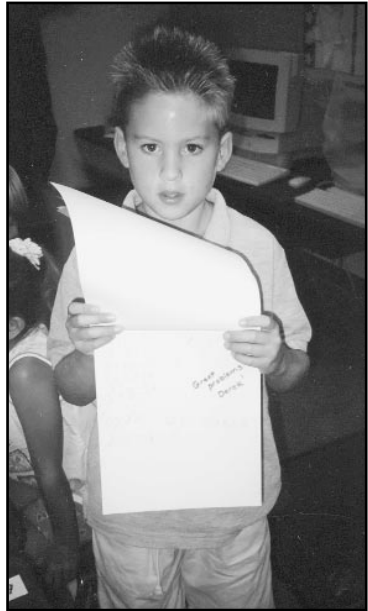
At Bauer Speck School, you will find a positive nurturing environment for students, families and staff. Students are recognized for positive behavior and academic achievement on a daily basis in classrooms and monthly at awards assemblies.

PTA/Family Activities

The Parent Teacher Association provides family activities such as student parent dances, and family game nights. Throughout the year, parents are invited to have lunch with children. Many parents volunteer in classrooms and during school events.

Expectations/Behavior

The staff and families hold high expectations for the behaviors of students. Students are taught to act in a responsible manner and take responsibility for their actions. They are expected to treat each other and adults with respect.



Grades and Absences

Student grades and absences are monitored to identify students who need extra help, and appropriate intervention can take place through student and parent counseling, student study teams, trained volunteer advisors, guided support groups, group and individual education on substance abuse, child abuse issues, and parenting education.

Some of the Program Highlights Bauer Speck School has to offer students:

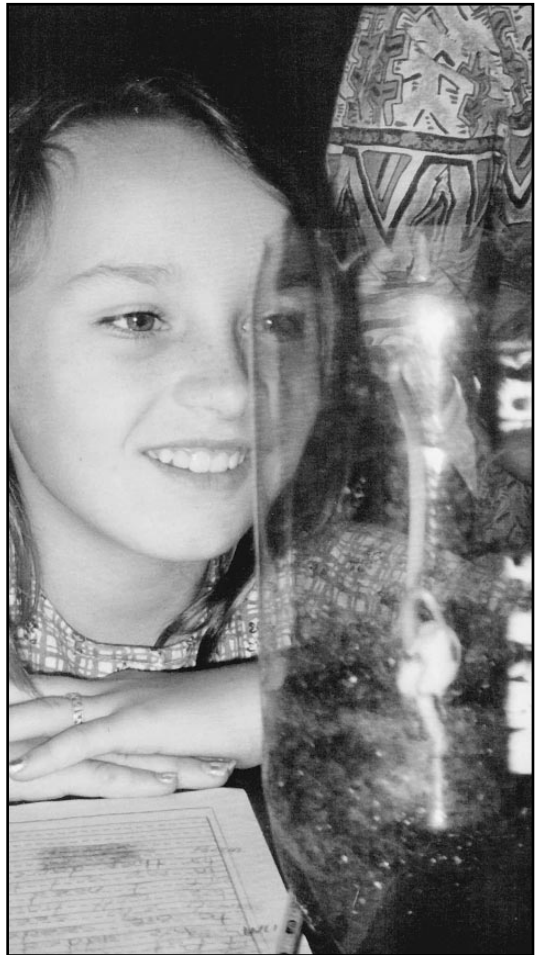
- A comprehensive library with a full-time library assistant
- Emphasis on history and tradition of the Paso Robles community
- Each classroom has a business partner which provides a link to the downtown community
- Early Intervention Reading program
- Community volunteers read with students
- Active School Site Council
- After-school child care programs
- Wide range of Special Education services for children
- An active Student Council
- Active parent/teacher organization
- Technology access for students, classroom computers and computer labs
- Opportunities for students in performing arts
- School-wide educational assemblies

- Educational field trips
- DARE substance abuse program
- Family game nights
- Parent-student dances
- Participation in Paso Robles parades
- Participation in the Vine Street Showcase
- AG in the classroom
- School-wide AG day
- Monthly student awards assemblies
- Tap dance program with an end-of-the-year student performance
- Student participation in writing, poster, speech, and art competitions

Safety, Cleanliness and Adequacy of School Facilities

Our school is unique in that it is made up of two campuses across the street from each other. The Marie Bauer campus services kindergarten and first grade students, and the Glen Speck campus services second, third, fourth and fifth grade students. We offer comfortable campuses that are safe, clean and well-equipped for students to learn. School activities are supervised, and fire and disaster drills are performed on a regular basis. Our campuses include 26 regular classrooms and 7 portable classrooms.

A Safe School Plan and Emergency Response Plan are on file at the school site and district level. All staff is trained yearly in all aspects of our Emergency Response Plan. First aid classes are available to all staff during the school year. Staff members using dangerous chemicals receive training on a yearly basis.



Staff Salary Data

The following reports show comparisons between the district and statewide averages, using the most current information available from the state.

1997-98 - Teacher and Administrative Salary Comparison

The figures below reflect the 1997-98 salary costs of teachers, principals, and the superintendent (not including benefits), compared to the state average.		
Position	Paso Robles Public Schools	State Average
Teachers		
Beginning	\$ 29,519	\$ 28,737
Mid-Range	39,535	45,736
Highest	54,358	55,378
Principal	66,459	71,917
Superintendent*	107,448	101,445
<i>*Current Superintendent salary is less</i>		

1997-98 - Percentage of Teacher and Administrative Salary Comparison

The figures below reflect the percentage of teacher and administrative salary costs, compared to the state average.		
Position	Paso Robles Public Schools	State Average
Teachers' Salaries	44.29%	43.62%
Administrative Salaries	4.83%	5.49%

Paso Robles Public Schools would like to acknowledge Gwen Welch, Project/Program Assistant, Department of Instruction who prepared this publication for parents and the community. We would also like to thank the many other district staff members for their assistance in preparing this document.

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Music Specialist

Peggy Diaz

P.E. Specialist

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K-5 District Librarian

Heather Ericson

Library Media Technician

Willie Thomas

Lead Custodian

Bill Peck

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Maru Kiel

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PRE-SORTED STANDARD
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Working Together, We Are Building The Future For Our Students