

PASO ROBLES JOINT UNIFIED SCHOOL DISTRICT

GEORGIA BROWN
ELEMENTARY SCHOOL

S A R C
1998 - 1999
ANNUAL REPORT



Home of the Tigers

525 36th Street • Paso Robles, CA 93446
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PRINCIPAL'S MESSAGE

from Paulette Pahler



The goal of Georgia Brown Elementary School is to provide excellence in education through outstanding programs, services, and activities as we continue to celebrate our diverse community. We strive to foster lifelong learning by encouraging each student to come to school each day ready to learn. To ensure the high quality of education our children deserve, we emphasize cooperation and working together to make our school a safe and caring place. Georgia Brown's two-way language immersion provides a rigorous program in which the target language (Spanish) is used as the vehicle of instruction, not the focus. When students feel that Georgia Brown cares about

them, they come to realize the importance of education and strive to do their best.

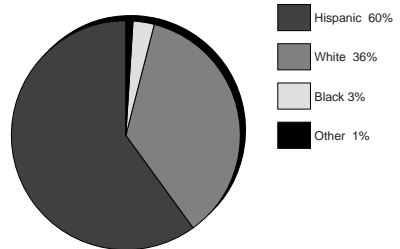
To keep updated on what's happening at Georgia Brown School, visit our web page at: <http://king.prps.k12.ca.us>

School Profile

Georgia Brown School originally opened in 1946. Our school is named after Ms. Georgia Brown, a former elementary teacher of Paso Robles Public Schools. Our campus serves kindergarten through fifth grade students. Georgia Brown 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

Georgia Brown 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

Georgia Brown 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. Second grade testing began in 1996-97.

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 Rank

Students Proficient in English (Tested in English)

School Year	Math			Reading		
	96/97	97/98	98/99	96/97	97/98	98/99
2nd gr.	64	36	N/A	41	38	N/A
3rd gr.	32	45	54	28	42	48
4th gr.	41	25	52	31	32	37
5th gr.	38	41	52	29	52	N/A

Limited English Proficient Students (Tested in Spanish)

School Year	Math			Reading		
	96/97	97/98	98/99	96/97	97/98	98/99
2nd gr.	32	24	51	24	32	45
3rd gr.	25	30	57	31	35	55
4th gr.	26	27	30	20	23	41
5th gr.	26	22	12	18	27	16

All Students (Tested in English)

School Year	Math			Reading		
	96/97	97/98	98/99	96/97	97/98	98/99
2nd gr.	N/A	24	34	N/A	16	18
3rd gr.	33	26	28	27	23	15
4th gr.	33	17	35	31	19	24
5th gr.	25	25	23	26	28	17

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
	Math	Reading	Writing
2nd gr.	64%	68%	51%
3rd gr.	55%	76%	51%
4th gr.	59%	45%	67%
5th gr.	34%	24%	40%

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.



Staff Training

Georgia Brown staff continues to receive training in areas critical to student achievement. Teachers are trained in Guided Language Acquisition Design (GLAD) and Specially Designed Academic Instruction in English (SDAIE) techniques. All teachers participated in Kagan Cooperative Learning Training and are working on Bilingual Cross-cultural, Language, and Academic Development (BCLAD) or Cross-cultural Language, and Academic Development (CLAD) certificates. Staff attends workshops on curricular areas.

Leadership

The Principal provides strong leadership, vision for school achievement, establishes a positive tone, and sets a direction for the school. Shared decision making involving certificated and non-certificated staff is encouraged. Staff meetings and grade level meetings are scheduled at least twice a month to make decisions. The school leadership team meets once a month. The Principal is highly visible on campus and in the classrooms and is readily available to the school community. Parents, students, and staff participate in yearly surveys to evaluate school programs and plan for the next year. PTA, Bilingual Advisory Council (BAC), School Site Council (SSC), and a parent liaison are actively involved in the planning process.

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 Georgia Brown 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 Care**—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 K-5 students.
- **Library/Media Technician**—A library/media 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 (PE)**—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.
- **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.
- **Title VII Coordinator**—Works with the ELD specialist as resource to classroom teachers in identifying needs, strategies and curriculum to meet student needs. Assists with ongoing assessment, coordinating services and ensures all state and federal guidelines are met.
- **Title I Teacher**—Georgia Brown has two Title I teachers. A teacher works to reduce class size for 4th and 5th grade language arts and math classes. A teacher works collaboratively with classroom teachers on incorporating technology into their curriculum.

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 quality 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 (1). 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, 1st, 2nd, and 3rd. 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/Georgia Brown School

# of Students	# of Teachers	Average Class Size
507	32	15.8

Number of Classes and Enrollment for Georgia Brown School - by Grade Level

Grade Level	# of Classes	# of Students Per Grade Level
K	4	77
1	5	99
2	4.5	98
3	4	85
4	2.5	76
5	2	72

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

Our school has extensive classroom materials and the latest technology for students. All students are provided with textbooks and materials needed to meet the district-adopted curriculum. 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.

Literacy and Technology

Staff is committed to promoting reading and mathematical literacy for all students. We believe that we can best help our students prepare for the twenty-first century by increasing their proficiency in reading, writing, and problem solving. We believe that students in the elementary grades should utilize technology daily to help develop their reading, writing, and problem solving skills. All staff participated in Cooperative Learning training and Optimal Learning Environment Training. We encourage all staff to use Guided Language Acquisition Design (GLAD) techniques.

Georgia Brown School has an Apple computer lab, a Mac lab with Internet connections, and mini-labs in all classrooms. The staff uses the program "Talking Fingers" to teach phonics, word processing, reading, and writing. One site technology mentor trains staff, students, and parents on current technology. Third, fourth, and fifth grade classes have sets of word processors for student use.

Two-Way Language Immersion: 80/20 Model

Georgia Brown's Two-Way Language Immersion program is a unique opportunity that brings together Spanish- and English-speaking students in an effort to develop full bilingualism in both groups. Children are mixed together all day in this "additive bilingual program" where they learn a second language without compromising their first language.

Kindergarten and first grade students spend 80% of the day learning in Spanish. Their assigned teacher communicates only in Spanish. An English Language Development Specialist teaches in each classroom for 20% of the school day. Students receive instruction in English during this time. In second grade, 70% of the day is in Spanish. Third grade is taught 60% of the day in Spanish. Fourth and fifth grade are taught 50% of the day in Spanish and 50% of the day in English.

Students at Georgia Brown will:

- 1) Develop fluency and literacy in Spanish and English.
- 2) Acquire knowledge in all academic subjects and reach the academic standards established by the district.
- 3) Cultivate an appreciation and understanding of other cultures, inspiring self-esteem.
- 4) Strengthen positive attitudes among students, families, and communities.

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 434 out of 459 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 Georgia Brown School.

School Improvement Program	\$ 37,646
Title I (Chapter I)	\$ 100,595
Title VI (Chapter II)	\$ 1,181
Title VII	\$ 268,311
Economic Impact Aide	\$ 39,801
Gifted and Talented	\$ 1,509

Other special grants expended on students at Georgia Brown include:

- Eisenhower
- Drug & Tobacco Use Prevention
- State Instructional Materials
- Miller Unruh
- Site Block Grant
- P. G. & E.
- 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
Early Mental Health	\$ 36,987
Emergency Immigrant Education	\$ 36,844

Classroom Discipline and Climate for Learning

Grades and Absences

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

Discipline

Students and staff are aware of our discipline plan. Staff reviews discipline procedures at the beginning of each year with all students. Disciplinary practices are developed with participation of all staff. All staff responds fairly and consistently to violations of the disciplinary plan. Discipline is a developmental process aimed at changes in behavior and attitude, not merely punitive reaction. Award assemblies, "Caught you Being Good" Certificates, and classroom rewards are used for positive behavior. When necessary, students receive a call home or serve detention. Students tardy more than once a trimester serve detention at lunch time. Students absent more than 6 times are entered into the SARB system.



Climate of Learning

We recognize the positive contributions that our students make. Student recognition assemblies are held each month where students are recognized for academics, sportsmanship, citizenship, and social responsibility. Building our students' self-esteem is a component of every teacher's program. At Georgia Brown School we strive to create an environment where all students have the opportunity to learn and grow. Extended-day and extended-year programs provide enrichment and tutorial programs. As we move forward into the twenty-first century, we realize students will need the tools to learn about and appreciate the world around them and its diversities. We look forward to the challenge of equipping students for their bright and successful futures.

Some of the Program Highlights Georgia Brown School has to offer our students:

- Title VII Schoolwide Grant: \$260,000 for 5 years
- Two-Way Language Immersion Program
- Day Care Center
- Family Activity Center
- Emphasis on basic skills
- Reading Recovery in English and Spanish
- Early Intervention Reading Program
- Primary Language program for students just learning English
- Opportunities for English-speaking students to learn Spanish
- Literacy and technology projects
- Primary Intervention Program (PIP) to build self-esteem, academic success for students, and increase parental involvement
- Recognition for students' personal accomplishments
- Respect for cultural and linguistic diversity
- Computers throughout the curriculum
- Internet connection
- Classroom instructional assistants for reading and math
- P.T.A. family nights
- DARE substance abuse prevention program
- Student newsletter
- Cinco de Mayo Celebration
- Family math nights
- Weekly school spirit assembly
- Student of the Month assemblies
- After School Enrichment and Remedial Clubs
- Estimated Expenditures Per Students

Safety, Cleanliness and Adequacy of School Facilities

Our school consists of 19 classrooms, day care center, library, family activity center, multipurpose room, reading room/early intervention room, computer lab, resource specialist room and a Mac lab with Internet. The campus perimeter is secure from criminal activity. Our campus is closed to outsiders, and access signs are displayed at both entry points. Vehicles do not have easy access to school grounds. The grounds are patrolled by yard duty assistants, and appropriate lighting is installed in hallways. Visitors wear badges and are to sign in at the office.

Dangerous physical conditions are repaired immediately by the district maintenance department. Students and staff work to keep the school clean. Students' physical safety is always considered on the playground and in the classrooms. School activities are supervised, and fire and disaster drills are performed on a regular 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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PRE-SORTED STANDARD
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Working Together, We Are Building The Future For Our Students