

# PASO ROBLES HIGH SCHOOL

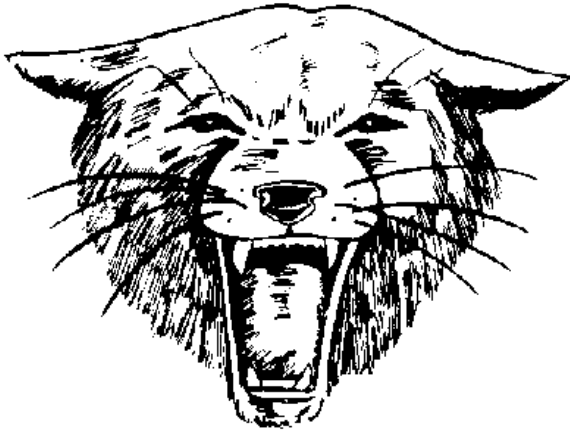
---

## S A R C

(School Accountability Report Card)

**2000 - 2001**  
**ANNUAL REPORT**

---



*Home of the BearCats*

801 Niblick Road • Paso Robles, CA 93446  
(805) 237-3333 • Fax (805) 237-3424

## PRINCIPAL'S MESSAGE

from Greig Welch



The School Accountability Report Card is designed to inform you about our school and its progress. Our goal is to provide a positive experience and a quality education for each of our students. As we move into our second century of existence, Paso Robles High School plays a vital role within the community with its history, traditions, and capabilities. Paso Robles High School is fully accredited by the Western Association of States and Colleges through June 2006.

Our school and staff offer a wide range of programs and multiple opportunities for our students to be successful. We take a great deal of pride in our offerings and the many accomplishments of all students.

### **Paso Robles High School-Mission Statement**

The mission statement of Paso Robles High School is that all graduates have the tools to be effective citizens in our society; to be honest, responsible, cooperative, and respectful; and to be prepared for further education, employment, and lifelong learning.

### **Paso Robles High School Expected Schoolwide Learning Results**

*What PRHS Graduates should know, understand and be able to do:*

1. Be responsible, contributing members of a diverse society
2. Be critical and creative thinkers and effective communicators
3. Be producers of quality work
4. Be responsible, self-directed, and life-long learners

We hope this report is only an introduction to Paso Robles High School and that you will come and visit our campus, programs, students, and staff.

To keep updated on what's happening at Paso Robles High School, visit our web site, <http://king.prps.k12.ca.us>

## 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.

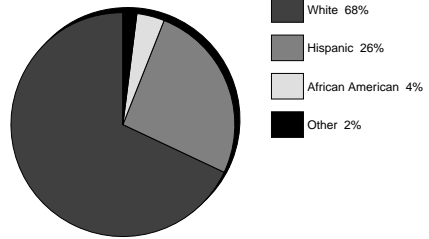
To access the School Accountability Report Cards online, visit our web page at <http://www.pasoschools.org/sarc>.

## School Profile

Paso Robles High School originally opened in 1896 and was located at 17th and Oak Streets, where the Marie Bauer school campus stands today. In 1925, the high school relocated to 24th and Spring Streets, which is now Flamson Middle School. The new high school established on Niblick Road, was built in 1981 and currently accommodates ninth through twelfth grade students. PRHS is proud of the ethnic diversity of its student body. The chart to the right represents the ethnic composition for the 2000-01 school year.

### Student Ethnic Demographics

Paso Robles High School



### Community Involvement

We are indebted to our very supportive and involved community. There are many opportunities for parents and community to be involved in the school's academic and extracurricular activities. We are proud of our active PTSA and the various booster organization's partnerships, who have contributed thousands of volunteer hours. We appreciate the ongoing support we receive from our local businesses and foundations. The community takes pride in being involved in a wide variety of school activities. Working together with our parents and the community, we are dedicated to preparing our students for higher education or entry into the workforce.



circa: 1896-1915



circa: 1925-1940



### Academic Performance Index (API)

Academic Performance Index (API), the cornerstone of California's accountability system, measures the academic performance and growth of schools.

The index, ranging from 200 to 1000, indicates a school's performance level. The statewide goal for all schools is 800. Annual interim targets are set for each school. The Stanford 9 (STAR) scores are combined to create the Academic Performance Index (API) and a comparison to other schools in the state.

The following is the API summary for Paso Robles High School:

Category	Results
Schoolwide API	682
Growth from Prior Year	-4
Did the School Meet Growth Targets?	NO
State Decile Rank	7
Similar School Decile Rank	7
<i>2001 results and targets will be determined during the 2001-2002 school year.</i>	

### Golden State Exam

The Golden State Exam is a voluntary program, lasts two hours, and contains multiple choice and essay components. The exam offers end-of-course examinations in key academic subjects. The program establishes a statewide standard of excellence and identifies students worthy of recognition for their academic accomplishments. The goal is to provide individual students with the incentive to put forth effort and to receive public recognition for their achievement.

Paso Robles High School students volunteering to take the exam were tested in Written Composition, Reading/Literature, Government/Civics, Mathematics, and Economics. When requested, students may also take exams in Physics, Chemistry, Psychology, and Spanish.



The chart below is a summary of results of the exam:

Golden State Exam Winter 2001			
Total Number of Students Tested	Number of Students Receiving High Honors	Number of Students Receiving Honors	Number of Students Receiving Recognition
209	15	8	72

**Scholastic Assessment Test (SAT)**  
*Five Year Comparison*

**Paso Robles Joint Unified School District**  
*SAT scores*

	2001	2000	1999	1998	1997
<b>Verbal</b>	504	522	506	507	524
<b>Math</b>	511	516	515	521	527
<b>Total Combined</b>	1015	1038	1021	1028	1051

**National SAT Scores**  
*(includes public and private schools)*

<b>Verbal</b>	506	505	505	505	505
<b>Math</b>	514	514	511	512	511
<b>Total Combined</b>	1020	1019	1016	1017	1016

**California SAT Scores**  
*(includes public and private schools)*

<b>Verbal</b>	498	497	497	497	486
<b>Math</b>	517	518	514	516	514
<b>Total Combined</b>	1015	1015	1011	1013	1010

**School Exit Exam Results**

Beginning with the graduating class of 2004, students will be required to pass the High School Exit Exam. Those students subject to the new requirements took the exam during the 2000-2001 school year for the first time on a voluntary basis.

*Below are the High School Exit Exam results for the Spring 2001 in Mathematics and Language Arts/Reading.*

<b>Subject Area</b>	<b>Exam Results</b>	
<b>Mathematics</b>	Number of students that passed the section	38
	Number of students that did not pass the section	8
	Percentage of students taking the test that passed	83
<b>Language Arts/Reading</b>	Number of students that passed the section	45
	Number of students that did not pass the section	1
	Percentage of students taking the test that passed	98

### Advanced Placement Scores (AP)

AP Examinations are taken by 11th and 12th grade students after completing challenging college-level courses. Most colleges and universities award credit to students with a passing grade on the exam.

Paso Robles High School AP Scores - (with Percent of Students Passing)

School Year	Number of students enrolled	*Number of tests taken	% of students who passed	% Test Passed PRHS vs State	
				PRHS	State
1998/99	141	374	31%	16%	14%
1999/00	101	244	40%	13%	13%
2000/01	126	277	41%	14%	13%
<i>The AP classes to the right were offered during the 2000-2001 School Year</i>				<i>Calculus Economics English Government United States History</i>	
<i>Upon request, exams are also given in physics, chemistry, psychology and Spanish as well.</i>					
<i>* students may take exams in more than one subject area</i>					

### Courses Required to Attend a Four-year University

Students at Paso Robles High School are encouraged to take required courses if they plan to attend a four-year university. Below is a list of four-year university entrance requirements. All students must pass each course with a grade no lower than "C" per semester.

- English I Honors
- English 2 Honors
- English 3 Honors
- Environmental Science
- Foreign Language
- Literature
- Physics Honors



Graduates with UC/CSU Required Courses		
Male	44 students	21.4%
Female	51 students	26.8%

The data to the left illustrates the percentage of Paso Robles High School students who fulfilled the necessary requirements to attend a four-year university.

## Preparing Students to Enter the Work Force

After their ninth grade year, students choose one of six Pathways to focus on while attending Paso Robles High School. Our Pathways include: Agriculture and Natural Resources, Commerce and Communication, Health and Human Services, Liberal Studies, Engineering, Technology and Manufacturing, Visual and Performing Arts.

A Pathway is an educational plan that will better prepare students for opportunities after high school. All students are engaged in courses that, upon completion, enable them to enter the workforce directly, to continue their education with a focus on technical preparation, or to directly enroll in post-secondary education. Pathways promote a connection to fellow students and teachers in an area with a common interest, a feeling of relevance between course work and student goals, and an interdisciplinary approach to high school graduation requirements.

The number of Paso Robles Public Schools graduates who attend college or vocational school is higher than the state average. A recent survey found that 73.8% of the 2000 graduates attend either a two- or four-year college or university, vocational school, or enlist in the military after graduation.

### What were students doing 6 months after graduation?

The table below reflects the results of a survey given to high school students who have graduated from Paso Robles Public Schools. The data is shown in percentage.

Three Year Summary			
	1998	1999	2000
Community College (Full Time)	33.9	38.3	31.7
Four-Year College/University	26.1	36.5	34.5
Technical or Trade School	4.2	2.4	1.4
Military Service	4.5	6.6	6.2
Community College or Four-Year College (Part Time)	6.6	6.0	7.6
Working (not attending schools)	19.4	9.6	16.6
None of the above apply	5.3	0.6	2.1

## Instruction and Leadership

Paso Robles High School's leadership team is made up of the site administration and the instructional coordinators from our school-wide Pathways. In addition, several school-wide and district committees are utilized to allow us to further provide programs and strategies that challenge our students to better meet the demands for situations they will face after high school. Our teachers use highly effective instructional strategies, such as direct instruction, cooperative learning, and guided discovery. Staff development days and individual teacher ongoing training enhances our ability to deliver relevant but rigorous lessons within our learning environments.

An integrated approach to classroom instruction is provided for students with special needs. Effective communication between regular class teachers, special needs teachers, our Student Study Team, and student support personnel ensures adequate assistance and equal access to staff and available programs.

## Counseling and Other Student Support Services



Paso Robles Public Schools has a Guaranteed Guidance Plan. Paso Robles High School has a four-year guidance program that is an integral part of the curriculum program and is designed to encourage students to focus on career, vocational and academic preparation. In addition, classroom teachers enhance some of these services through our schoolwide Advisement Program. The school also utilizes the services of a district psychologist, a school nurse, and a speech therapist. AIM (Aspiration, Inspiration and

Motivation) volunteers work with both seniors and incoming eighth graders to develop plans for post-secondary education and the four years in high school, respectively. It is through these efforts that we are able to meet the needs of all of our students. In addition, all students have access to our Career Center which has a variety of materials and technologies to allow students to research post-secondary options. The following programs offer support and services to students at Paso Robles High School:

- **Athletic Director and Activities Director**—Coordinate the extracurricular programs of the school. The Associated Student Body (ASB) represents a wide range of extra- and co-curricular programs and clubs available to students.
- **Bilingual Teachers**—Work with students who are non-English speaking or limited-English speaking and are assisted by bilingual instructional assistants who also help students in their regular class assignments.
- **District Nurse**—Works with students who are referred for health needs and supervises hearing, dental and vision screening. The nurse works with physicians and the county health programs to assist in the health care of our students.
- **Guidance Counselors**—Provide students with a balanced range of guaranteed guidance services including academic, personal, and post secondary (college/occupational) guidance. Counselors are able to supervise and provide group, individual and peer counseling to students. The counselors and a career technician operate a Career Center to provide students with access to career reference materials and a comprehensive career education program.
- **Librarian**—One Librarian provides direct instruction in the library to students from Paso Robles High School, Freedom High School and Liberty High School.
- **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.
- **Paso Robles AIM Education Foundation (Assistance, Inspiration, Motivation)**—Meets annually with all 8th grade students to assist with a tentative four-year plan for high school.
- **Proficiency Program**—Is available to students who need help in meeting the district graduation requirements.
- **Psychologist**—Students with specific learning needs and related special needs are identified and referred for testing as required, and for special placement when appropriate.
- **Resource Specialist Program (RSP) Teachers**—Work with the classroom teachers in a coordinated effort to meet students' individualized needs.

- **Special Day Class (SDC) Teachers**—Work with individual students with learning difficulties. Students remain in these classes for the majority of the school day.
- **Speech and Language Specialist**—Screens students who are referred for speech problems and offers therapy for students who qualify.
- **Student Resource Center**—Provides all students with a variety of services and support of outside agencies as well as individual and group counseling assistance.
- **Student Study Team**—Consists of an administrator, a psychologist, speech therapist, special education teachers, a bilingual and two regular education teachers. The team meets on a regular basis to address special needs of the students.
- **Work Experience Coordinator**—Meets weekly with students enrolled in work experience and does site visitations of employed students at their places of employment.

## Assignment of Teachers

Providing high quality instruction is crucial. 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. Our district is committed to lifelong learning.

The chart below reflects a credentialing comparison over a three year period:

	1998-99	1999-00	2000-01
With appropriate credential	316	321	342
With emergency credential	8	11	6
Without credential	0	0	0
Working outside subject area of credential	0	0	0
Total	324	332	348

## Substitute Teachers

The district has a pool of substitute teachers available for assignment when a classroom teacher is absent. By State law, credentialed teachers may substitute at any grade level and in any subject. We try to place substitute teachers in their area of expertise. On rare occasions when substitutes are unavailable, administrators and other properly credentialed staff are assigned to cover classes.

## Teacher/Principal Evaluations

Teachers and administration collaborate through an established evaluation system. The principal formally evaluates tenured teachers every two years. Temporary and probationary teachers are evaluated yearly. All teachers are observed frequently. An evaluation may include instructional techniques, adherence to the curriculum, the learning environment,

and other assigned professional duties, as well as monitoring student progress. A formal evaluation includes teacher/administrator conferences, goal setting, classroom observations, and a written evaluation. If a teacher's performance is not effective, the principal identifies areas requiring improvement and develops a program for improvements with the teacher. The principal is evaluated every year by a central office supervisor.



## 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.

### **Beginning Teacher Support and Assessment (BTSA)**

Our new teachers are assisted by district BTSA support providers. These are veteran teachers who help shepherd our new teachers through their beginning years in the profession.

### **Peer Assistance and Review (PAR)**

The PAR program was implemented in the 2000-2001 school year. This program was designed by the state legislature to assist veteran teachers. In Paso Robles, PAR has three major support systems: assistance to tenured teachers who have received unsatisfactory evaluations, assistance to teachers who voluntarily request support and scholarships awarded by application for professional growth and development. PAR funds are used to provide a teacher-on-leave who assists teachers participating in PAR. A PAR panel consisting of five teachers and four administrators oversees the PAR program.

### **Staff Development Day**

We scheduled four professional development days during the 2000-01 school year. These days focused on developing reading comprehension for students, data analysis, expected schooltime learning results, and content standards development. Teachers were also able to select from a variety of workshops including developing standards-based units of instruction, writing across the curriculum, using technology in the classroom, and curriculum development.

Workshops were also provided to paraeducators 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. All core curriculum areas (reading/language arts, mathematics, social studies, and science) are reviewed by a committee 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. Elective and specialty courses are developed by teachers working in conjunction with professionals in the field. At the 9-12 level, publishers are contacted and sample materials are requested. All textbooks recommended for adoption are put on public display for a minimum of five days. The public is notified through newspapers, radio, and, when available, school newsletters. The textbook recommendations and 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. In 2000-01 curriculum review at the high school level centered around aligning science, mathematics, and English courses with the state standards. We also implemented new advanced placement courses in physics and statistics, and developed new courses that would align with the six career pathways.

## Class Size Reduction, Class Size and Teaching Loads

### Class Size Reduction

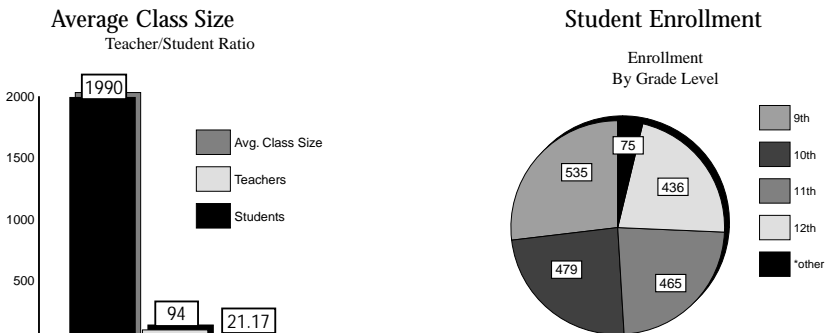
Our schools work to keep student-to-teacher ratios at or below contractual agreements. Since the outset of the Morgan-Hart Class Size Reduction Act in 1989, our district has made a significant effort to enhance student learning by achieving student/teacher ratios of 20/1 in grades kindergarten, first, second, third, ninth grade English and mathematics.

The major goal of class size reduction has been to improve learning for students. By providing class size averages of 20 or lower for ninth grade English and mathematics classes, we have provided an opportunity for individualized teacher/student interaction and performance assessment. To accomplish this, our district has selected qualified teachers and established an annual staff development program to assist teachers in developing and redefining instructional skills, and purchased additional portable 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 2000 CBEDS**, the most current information available.

The following data reflects the average class size and the enrollments by grade level for Paso Robles High School.



\*Ungraded Secondary - Ungraded secondary means any students in grades 9 through 12 (excluding adults) in an ungraded program. These may include special education student in day classes.

## Textbooks and Instructional Materials

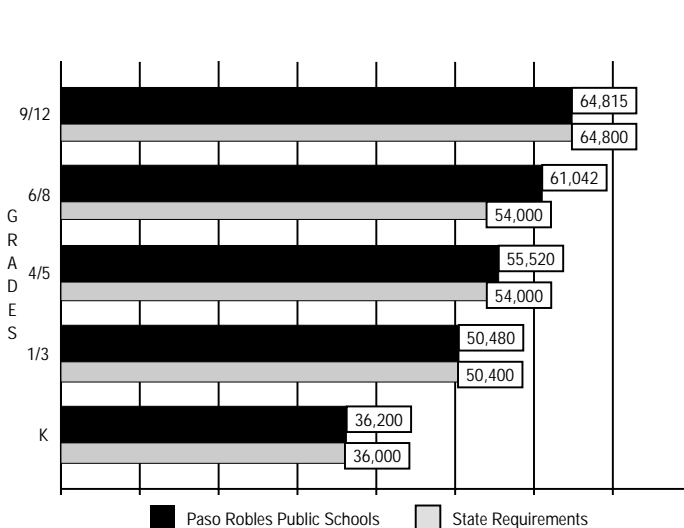
Paso Robles High School has set a high priority on ensuring that there are sufficient and current textbooks and educational materials to fully support the school's instructional programs. School and district work on a continuing basis to evaluate and make recommendations for textbook adoption and support material acquisitions. Each subject area is reviewed on a seven-year cycle following state guidelines. Textbooks and materials are selected based on the course content and state standards. The actual selection of textbooks is accomplished by the faculty, and each selection is approved by the Governing Board as required by state regulations. Funding for both textbooks and instructional materials is provided by the state instructional materials budget and the district general fund. Supplemental funding for both reference books and instructional materials is also provided from categorical programs and district-sponsored funds.

### Technology Support

Paso Robles High School received and implemented a Digital High School grant during the 2000-2001 school year. This grant allowed us to network our entire school with up-to-date technology and improved computer availability for staff and students. The Library is well equipped and has an extensive and growing book, magazine and reference collection that supports our educational efforts. All students and parents agree to an acceptable use policy prior to students accessing the Internet. Teachers' use of technology in the classroom and throughout the subject areas continues to increase.

## Instructional Minutes

Paso Robles Public Schools places an emphasis on the amount of time students spend in class. All district schools meet or exceed state requirements for annual instructional minutes. The chart below reflects the instructional minutes for the 2000-01 school year.



## Minimum Days

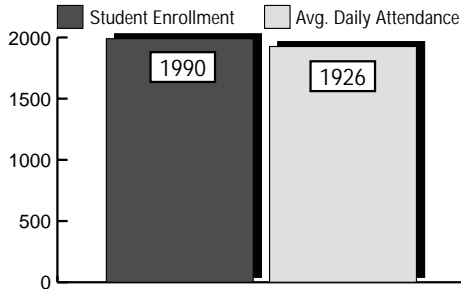
Minimum days are scheduled on the school calendar on the day before Thanksgiving break, mid-year and the last day of school

## Attendance and Dropout Rates

### Attendance

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.

The following data taken from the October 2000 CBEDS publication reflects the average daily attendance at Paso Robles High School for the 2000-01 School Year.

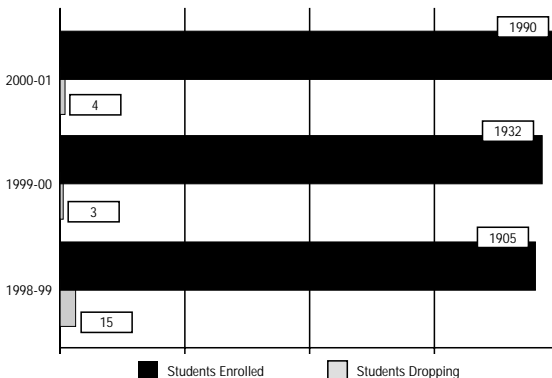


Paso Robles High School recognizes that good school attendance is critical for students' success and the development of good work habits. Positive attendance is encouraged and monitored by staff and administration. Students are recognized and rewarded for excellent attendance through school assemblies and award ceremonies. Several staff members and programs are in place to work with students and parents when attendance becomes a problem. We are actively involved in the county-wide School Attendance Review Board (SARB). We have an At-Risk Counselor and a highly effective attendance office that communicates with parents on a regular basis.

### Reducing Dropout Rates

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

The table below reflects the dropout rate for Paso Robles High School over a three-year period.



## Estimated Expenditures Per Student 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 2000-01 school year, that amount was \$5,068 per student.

### 2000-01 Expenditures/Special Projects

*The chart below reflects expenditures for special projects for students at Paso Robles High School.*

10th Grade Counseling . . . . .	\$12,882
Class Size Reduction . . . . .	207,244
Economic Impact Aide . . . . .	27,626
Gifted and Talented . . . . .	4,553
Healthy Start . . . . .	107,942
Professional Development - SB 1882 . . . . .	16,330
Title I (Chapter I) . . . . .	61,724
Title VI (Chapter II) . . . . .	4,157
VEA . . . . .	38,869
Vocational Education/Ag Incentive . . . . .	15,708

*Other Special Grants expended on students at Paso Robles High School:*

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• AP Challenge Grant</li> <li>• Cal-Safe Support</li> <li>• Community Challenge Teen Pregnancy</li> <li>• Digital High School</li> <li>• Drug Free</li> <li>• Eisenhower</li> <li>• Endeavor Academy</li> <li>• Library Materials</li> </ul> | <ul style="list-style-type: none"> <li>• ROP</li> <li>• School Safety</li> <li>• School-to-Career</li> <li>• Selpa-Project</li> <li>• Site Block Grant</li> <li>• State Instructional Materials</li> <li>• Title I Enhancement</li> <li>• TUBE (9-12)</li> </ul> |
|---|--|



*Paso Robles Public Schools would like to acknowledge Gwen Welch, Project/Program Assistant, Department of Instruction, who coordinated 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.*

## Classroom Discipline and Climate for Learning



Paso Robles High School is a “Community of Caring” school. This nation-wide program is used to enhance student self esteem and responsibility. Students are recognized, within the school and throughout the community, during the school year for a variety of accomplishments.

Each teacher is responsible for the classroom learning environment in his/her class. Students are expected to support a positive learning environment in class, on campus and when they represent Paso Robles High School in a school-sponsored activity.

*Some of the Program Highlights Paso Robles High School has to offer students:*

- A Community of Caring School
- Challenging academic programs
- Career Pathways
- State-of-the-art Agricultural Academy
- Advanced Placement classes
- English as a Second Language (ESL) instruction
- Strong student leadership
- Co-curricular and extracurricular activities
- Active parent groups and booster clubs
- Partnerships with local businesses and service clubs
- Gifted and Talented Education (GATE)
- Special Education programs
- Before- and after-school and lunchtime tutoring programs
- Peer counseling and peer tutoring
- Teacher/student extended learning/advisement program
- Friday Night Live
- Environmental Club
- M.E.Ch.A.
- Drama Club
- American Field Service International (AFS)
- California Scholarship Federation (CSF)
- AVID
- Career Center

### **Grades and Absences**

Grades and absences are monitored to identify students who need extra help. 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

We also maintain clear expectations for appropriate positive student behavior. Rules and expectations are provided to students and parents at the start of the school year. Teachers, administrators, and campus supervisors publicize, enforce, and utilize school rules and consequences in a fair and consistent manner. Appropriate corrective actions and consequences are used when rules are violated with an emphasis on assisting students to improve their behavior in the future. It is our goal to promote a positive learning environment characterized by the appreciation of individual differences and group diversity. A variety of disciplinary efforts are in place such as Saturday School and In-School Suspension, as an alternative to suspension, so that students remain in school. Efforts are ongoing to identify “at-risk” students and to improve success rates among all of our students.

### 2000-01 Suspensions and Expulsions

Number of Students Suspended	Number of Students Expelled
194	31

## Safety, Cleanliness and Adequacy of School Facilities

Our school is a modern comprehensive high school that includes 93 classrooms and teaching stations. The facilities are well maintained, clean and have several places, on campus, that are considered state-of-the-art for contemporary high schools. Our custodial and maintenance staff maintain, repair, and clean our facilities and campus on a daily basis.



### School Safety and Emergency Response Plans

Safe School and Emergency Response Plans are on file at our school and the district office. Plans are regularly reviewed, and staff is trained annually. Evacuation drills are held on an ongoing basis, and staff members using dangerous chemicals also receive training.

*There are four key elements of a safe school plan:*

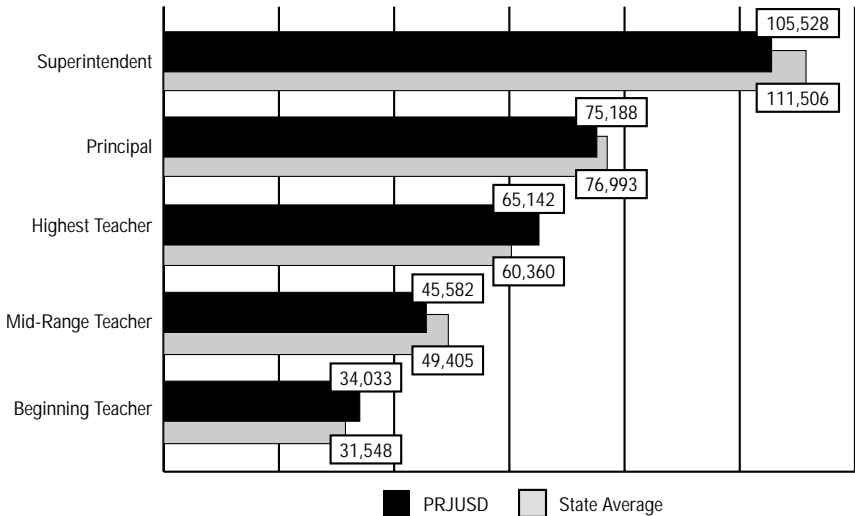
- Safe schools are caring schools. Students in safe schools feel respected and know that the people care about them and expect them to succeed.
- Safe schools are built through the cooperative effort of parents, students, staff and community members.
- Safe schools communicate high standards. Students know that learning and achievement is encouraged and highly valued.
- Safe schools are prepared. Ongoing training opportunities allow students and staff to increase their opportunity to deal with conflict, anger and other threats to safety. Safe schools have security checks on a regular basis to identify potential physical hazards or the school's vulnerability to crime and vandalism.

## Staff Salary Data

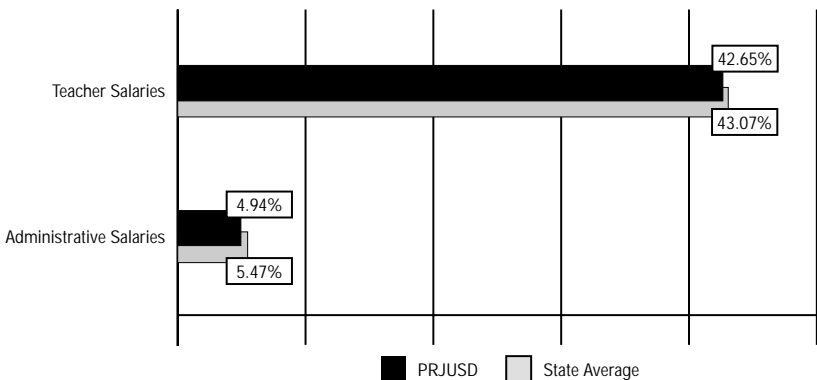
For comparison purposes, the State Department of Education has provided average salary data from school districts having more than 5,000 average daily attendance throughout the state, using the most current information available.

The figures below reflect the 1999-00 salary costs of teachers, principals, and the superintendent (not including benefits), compared to the state average.

### 1999-00 AVERAGE SALARY INFORMATION Teachers - Principals - Superintendent



The figures below reflect the percentage of teacher and administrative salary costs, compared to the state averages.



## Board of Trustees

**Joe E. Quiroz** - President  
**Bob Machado**- Clerk  
**Carol DiMatteo** - Member  
**Jeanne Dugger** - Member  
**Pat Johnson**- Member  
**Diane Shaffer** - Member  
**Pat Swindell** - Member

## District Administrative Cabinet

(805) 238-2222

**Dr. Patrick Sayne**  
Superintendent . . . . . ext. 212

**John Morse**  
Assistant Superintendent  
Instructional Services . . . . . ext. 201

**Gaye Lowe**  
Assistant Superintendent  
Business . . . . . ext. 215

**Richard Benitez**  
Director  
Student Services. . . . . ext. 236

**Glen DeGraw**  
Director  
Personnel. . . . . ext. 233

(805) 237-3364

**Dr. Gary Hoskins**, Director  
Assessment & Accountability. ext. 225

## PRHS Administration

(805) 237-3333

**Greig Welch**  
Principal . . . . . ext. 553

**Karl Dearie**  
Assistant Principal . . . . . ext. 522

**Ed Railsback**  
Assistant Principal . . . . . ext. 505

**Nancy Stuckey**  
Assistant Principal . . . . . ext. 512

**Dan Burrell**  
Operations Supervisor . . . . . ext. 548

## Counselors

(805) 237-3333

**Joseph Cardinale**  
Counselor . . . . . ext. 519

**Sandra Buck-Moyer**  
Counselor . . . . . ext. 502

**Michael Moore**  
Counselor . . . . . ext. 521

**Xelina Rojas**  
Counselor . . . . . ext. 520

**Donna Weber**  
Counseling Secretary. . . . . ext. 511

## Support Staff

(805) 237-3333

**Lillian Wellman**  
Principal's Secretary. . . . . ext. 553

**Mark Rose**  
Athletic Director . . . . . ext. 566

**Gene Miller**  
Activities Director . . . . . ext. 510

**Irene Olijarnyk**  
Registrar . . . . . ext. 517

**Karen Christian**  
Attendance Tech . . . . . ext. 517

**Kaye Nay**  
ASB/Athletics Accounting Tech . ext. 513

**Bertha Phillips**  
Librarian . . . . . ext. 525

**Barbara Rose**  
Nurse . . . . . ext. 551

**Ron Shannon**  
Lead Custodian . . . . . ext. 526

## District Support Staff

**Babette DeCou**, Coordinator  
Curriculum & Staff Development

**Linda Janzen**, Director  
Career Education

**Fran Long**, Director  
Special Projects/Child Care Services

**Dr. Sheldon Smith**, Director  
Educ. Tech. & Info. Services

**Maru Kiel**  
District Nurse

**Linda Stinson**  
District Speech Therapist

**Marissa Todd**  
District Psychologist

**Paso Robles Joint Unified School District  
800 Niblick Road - P.O. Box 7010  
Paso Robles, CA 93446**

**NON-PROFIT ORGANIZATION  
U.S. POSTAGE  
PAID  
PERMIT NO. 34  
PASO ROBLES, CA 93446**

***Working Together, We Are Building The Future For Our Students***