

**VIRGINIA PETERSON
ELEMENTARY SCHOOL**

S A R C

(School Accountability Report Card)

**2000 - 2001
ANNUAL REPORT**



Home of the Pandas

**2501 Beechwood Drive • Paso Robles, CA 93446
(805) 237-3401 • Fax (805) 237-3497**

PRINCIPAL'S MESSAGE

from Leona Givner



I would like to welcome our returning and new parents to Virginia Peterson Elementary School. I am very excited to begin a second year as your Principal. During the last year, I was continually impressed with the resources available for students at our site. Our outstanding staff implements these services and is committed to the education of your children. Student needs are recognized and addressed in a safe and caring environment that provides for a wide range of student needs.

With the opening of Kermit King, Virginia Peterson school is now one of six elementary schools in our district. Last year provided challenges due to boundary and staff changes. Some of our children, parents and staff moved to new sites. We will continue to model and promote the values of family, caring, trust, respect and responsibility through a partnership between the home, school and community. This report card should provide you with an outline of our school's philosophy, performance and programs.

We are now looking forward to the new members of our community and staff contributing to our wonderful school!

Virginia Peterson Elementary School - Mission Statement

Our mission is to enable every child every day to develop academic excellence, practice informed citizenship, and enhance positive self-esteem. Virginia Peterson School is a community where students, teachers, parents, and staff contribute to a safe learning environment.

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.

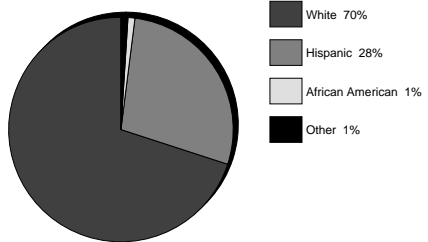
To access the School Accountability Report Cards online, visit our web page at <http://www.pasoschools.org/sarc>.

School Profile

Virginia Peterson School originally opened in 1989. Our school is named after Virginia Peterson, a former teacher and principal of Paso Robles Public Schools. Our campus serves kindergarten through fifth grade students. Virginia Peterson 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

Virginia Peterson Elementary 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 PTA and the volunteers who have contributed thousands of hours. We appreciate the ongoing support we receive from our local businesses. The community takes pride in being involved in a wide variety of school activities. Student events are attended by supporters from all segments of the community, including merchants, school children, retirees, neighbors, parents and friends. Working together with our parents and the community, we are dedicated to preparing our students for success in school.



Student Achievement



Virginia Peterson School promotes academic achievement so that our graduates will attain the knowledge, skills, and attitudes which enable success in lifelong academic, personal, occupational, and civic pursuits. Our students are making progress in a wide range of areas.

Reliable measurements and accurate results are essential to making informed decisions and planning effective instruction. In addition to classroom testing, we administer a number of measures to track the progress of student skill mastery. The Stanford 9 is administered statewide to students in grades 2-11 as part of the state's Standardized Testing and Reporting (STAR) program. This norm-referenced test compares a student's performance in various academic subjects against a nationally-normed group.

SAT-9 (STAR Program)

The Stanford 9 (STAR) results below are presented in percentiles. A student scoring at the 50th percentile has scored higher than 50% of the nationally-normed group and is considered to be at grade level.

2000 - 2001 Stanford 9 Results (STAR Program)

Grade	2	3	4	5
Year Ending	99 00 01	99 00 01	99 00 01	99 00 01
Reading				
Peterson	34 44 54	40 44 44	51 51 50	52 58 54
Paso Robles	39 41 45	42 49 47	44 48 51	46 52 50
Statewide	43 48 50	40 44 46	42 45 48	41 44 45
Math				
Peterson	41 72 72	46 65 71	50 63 56	49 68 64
Paso Robles	47 66 61	51 71 70	45 58 60	44 61 63
Statewide	50 58 59	49 57 61	44 51 54	45 51 55
Language				
Peterson	44 56 58	42 47 44	57 58 58	52 63 62
Paso Robles	45 52 48	47 57 54	52 52 58	51 53 57
Statewide	45 50 51	44 50 53	46 50 53	46 49 52

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 Virginia Peterson School:

Category	Results
Schoolwide API	705
Growth from Prior Year	92
Did the School Meet Growth Targets?	Yes
State Decile Rank	6
Similar School Decile Rank	7
<i>2001 results and targets will be determined during the 2001-2002 school year.</i>	

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 program 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, science, history, social science, and language arts, the district has been in 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.



Leadership Team

A Leadership Team comprised of grade level representatives and classified personnel meets monthly to:

- *Improve student learning*
- *Enhance staff communication*
- *Monitor the school master calendar*

All staff members provide input to important school decisions. Recommendations can come from subcommittees, and concerns are sought at staff meetings. Staff members feel that they have ownership in the decision-making process.

Student Study Team

A Student Study Team meets weekly to address the needs of special students. This group is comprised of the principal, psychologist, nurse, speech/language teacher, resource specialist teacher, classroom teacher and reading specialist. Children are referred for additional testing as needed. Placement for additional support can include counseling, reading and special education. The least restrictive placement option is always considered first.

LEP/PLI

Limited-English Proficient (LEP) students are closely monitored. Placement with qualified teachers is mandated. Children needing more intensive support in grades K-3 are placed in Primary Language Instruction (PLI) classes.

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 Virginia Peterson 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 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. Health clerks and 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 (PRYDE)**–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 district Librarian serves six elementary schools and works with a school library/media technician at each school to ensure that instruction in the use of the library is provided to all 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 for grades K-5.
- **Music Specialist**–A music specialist provides weekly music instruction for grades 3 through 5. Students in grade 5 have the additional opportunity to participate in an instrumental music program.
- **Paraeducators**–Are assigned to grades 4 and 5 and provide individual and small group help for students. Three reading paraeducators support children in grades K-5 needing reading support.
- **Parent Education Library**–A library of books, video tapes, and other resources is available to all parents. Materials may be checked out and cover a range of topics from helping children with homework to understanding attention deficit disorder.
- **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. Provides training to paraeducators and teachers.
- **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 individual students with learning difficulties. Students remain in these classes for the majority of the school day.
- **Special Friends**–Children needing personal and emotional support are referred to the Primary Intervention Program. (PIP)
- **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.

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/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. In addition, 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 group and individual instruction. During the 2000-01 school year, K-5 district reading and mathematics specialist were available to support new and veteran teachers.

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

Virginia Peterson staff participated in four staff development days. The entire staff participated in a PAX leader training to help establish a peaceful and inclusive school for students. One day was devoted to grade level articulation regarding curriculum. Teachers identified standards addressed at each grade level and any areas where change was needed. Another day was devoted to examining and re-writing our School Plan to support identified student needs. In addition, kindergarten teachers attended training in Shared and Guided Reading. Grades 1-3 teachers received strategies for improving literacy through science. Grade 4-5 teachers attend in-services on reading and language arts.



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. 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 located 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 newspapers, 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 2000-01 school year, the focus of curriculum review was aligning the district curriculum in mathematics and science with the state standards, including selecting new state standards-based instructional materials for use in 2001-2002. The curriculum review committees, comprised of teacher representatives, parents, K-5 district mathematics specialist, and the District Coordinator of Curriculum and Staff Development, met in the spring to review state adopted mathematics and science programs.

Teacher/Administrator Evaluations

Teachers and administrators 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. The evaluation may include instructional techniques, adherence to the curriculum, to the learning and the 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.

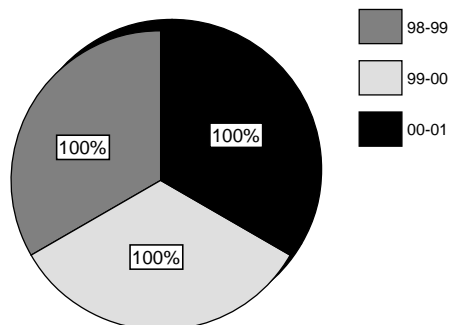
Class Size Reduction, Class Size and Teaching Loads

Class Size Reduction

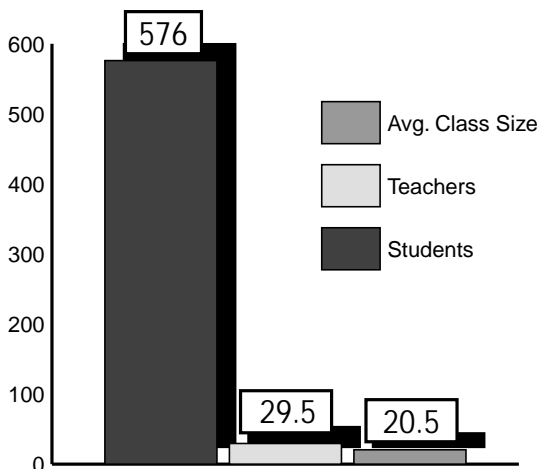
Our schools work to increase teacher attention for each student by keeping student-to-teacher ratios at or below contractual agreements. Since the outset of the Morgan-Hart Class Size Reduction Act in 1989, the Paso Robles Public Schools have implemented class size reduction (CSR) for all ninth grade English and mathematics classes. In addition, with the enactment of Class Size Reduction for primary grades in September 1996, we have implemented class size reduction in grades 1 and 2. Class size reduction in grade 3 was implemented in February 1997 and, for kindergarten students, in September 1997. This has provided class size averages of 20 or lower and an opportunity for individualized teacher/student interaction and performance assessment.

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. The chart to the right reflects the percentage of grade K-3 students who attend Paso Robles Public Schools that participated in the class size reduction program over the last three years.

**K-3 Class Size Reduction
Program Participation**



The following data reflects the average class size, teacher/student ratio for Virginia Peterson School.



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, taken from the October 2000 CBEDS publication, reflects the average daily attendance at Virginia Peterson School for the 2000-01 School Year.

CLASS SIZE DISTRIBUTION Three-Year Summary																
# of students per classroom	1-15		16-20			21-25			26-30			31-32				
Grade Level	Number of Classrooms/Teachers															
k	1			3	4	3										
k-1						1										
1				5	4	3										
1-2					1	1										
2				4	4	4										
2-3				1		1										
3				4	4	4			1							
3-4																
4					1						1	1	2	3	2	1
4-5																
5												3	2	3		1
Year	00-01	99-00	98-99	00-01	99-00	98-99	00-01	99-00	98-99	00-01	99-00	98-99	00-01	99-00	98-99	

Textbooks and Instructional Materials

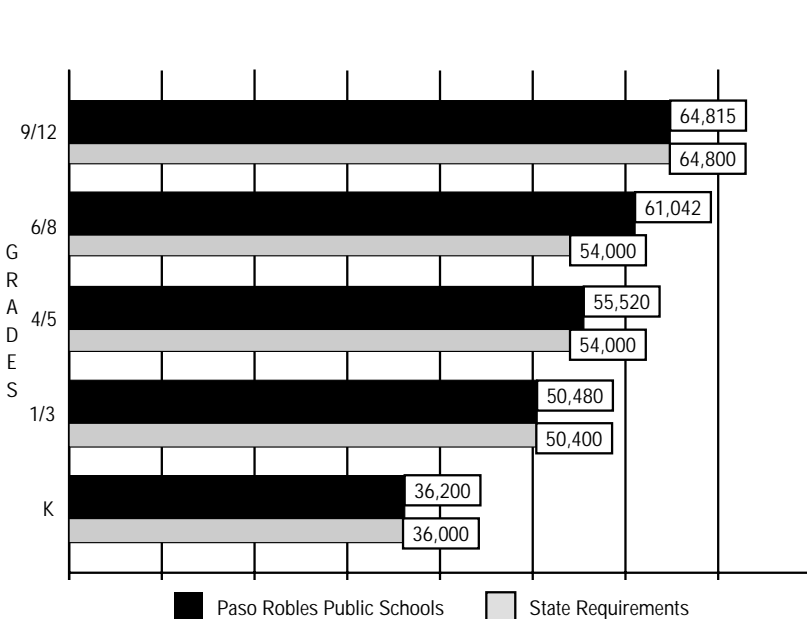
Our school has extensive classroom materials and the latest technology for students. All students are provided with textbooks and materials needed to meet the district-adopted curriculum. Paso Robles Joint Unified School District sets a high priority on ensuring that there are current textbooks to support 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 recommendations for adoptions to be approved by the Board of Trustees. During the 2000-01 school year, we upgraded our teaching resources in grade 4 and 5 for history and social studies to meet state standards. In grades 1-3, we completed teaching units for life science that met the state science standards.

Technology Plan

Our school has extensive classroom materials and the latest technology for students. Our five-year Technology Plan has set grade level goals for K-5 children when utilizing the computer lab. Classroom computers extend this technology in each room. Each classroom is equipped with a TV and VCR. Video cameras are readily available to record important classroom and school-wide events.

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.



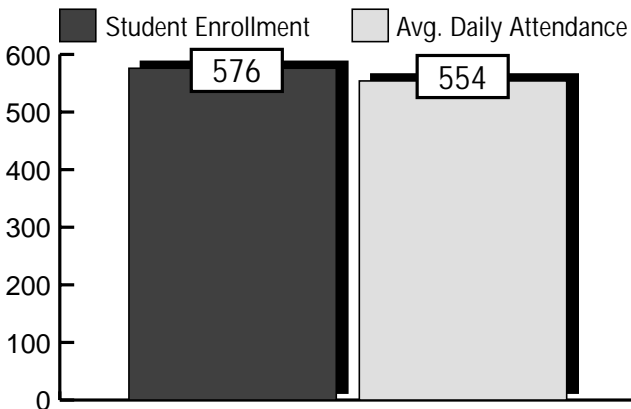
Minimum Days

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

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



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 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 Virginia Peterson School.

School Improvement Program	\$43,202
Title I (Chapter I)	58,262
Title VI (Chapter II)	1,427
Economic Impact Aide.	15,284
Gifted and Talented	1,805

Other special grants expended on students at Virginia Peterson School include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • API Awards • Drug & Tobacco Use Prevention • Eisenhower • Library Materials • Miller Unruh • P.G. & E. Grant | <ul style="list-style-type: none"> • School Safety • Site Block Grant • State Instructional Materials • Student Academic Partnership Grant • Title I Enhancement • Visual and Performing Arts Grant |
|---|---|

2000-01 K-3 Expenditures for Class Size Reduction

Beginning in September 1996, Paso Robles Public Schools 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 2000-01 school year, \$1,657,450 was spent for class size reduction for grades K-3.

2000-01 K-8 District Spending

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

Early Mental Health.	\$49,043
Emergency Immigrant Education.	43,134
Federal Class Size Reduction	111,447
Medi-Cal	95,005
Preschool.	120,950
Tobacco Use Prevention Education (4-8)	12,604

Classroom Discipline and Climate for Learning

Our “Community of Caring”/Peace Leaders Program provides children with a consistent message about the important school and community values of family, respect, responsibility, caring and trust. These values are posted in each classroom. Teachers incorporate these words into classroom discussions and curricular planning.

Student Recognition/Awards

Children are recognized for following school rules. At a monthly award assembly, the principal presents children with awards for modeling the five values from “Community of Caring,” Academic Excellence and Principal’s Awards for doing something special during the month. “Community of Caring” cards are distributed during class and at recess to children acting appropriately. They can be placed in a classroom drawing for weekly prizes provided by our P.T.A.

Discipline

Parents receive a copy of the “Behavior Contract” to sign at the beginning of the school year. This focuses on how children will be recognized for appropriate behavior. Consequences for breaking school rules are outlined as well. Consequences include time out, loss of recess and suspension from school.

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. Children are recognized at each trimester grading period for citizenship, attendance and academic excellence. Children are encouraged to attend school every day and to be on time. Tardy children miss first recess. Truancy is monitored by the classroom teacher and school secretary. Letters are sent to parents when an attendance concern arises. Excessive truants are recommended to the School Attendance Review Board (SARB.)



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.

Some of the Program Highlights Virginia Peterson School has to offer our students:

- A Community of Caring /PAX School
- Active PTA and classroom volunteer program
- School Improvement Program
- Active parent/staff School Site Council
- 20-station computer lab and classroom video centers
- Mini-computer centers in school classroom
- Full-service student library and parent resource library
- Extensive student support services: Band, Psychologist, Classroom Music, Reading Specialist, Counselor, Special Education Classes, Nurse, Speech Services, P.E. Specialist, Primary Language Class
- Primary Intervention Program
- Bilingual Education Program
- Gifted and Talented Education (GATE)
- Student Study Team (SST)
- Student Council
- Reading and language arts focus, a balance of whole language & phonics
- Monthly awards assembly to recognize student achievement
- PTA-sponsored field trips, student assemblies, Read-a-Thon, Jog-a-Thon, family nights and student store
- Science Faire, Art Faire, SLO County Writing Contest
- Dad's Club (sponsors parent education and family events)
- DARE substance abuse prevention program for grades 4-5
- Family nights
- Community service projects



Safety, Cleanliness and Adequacy of School Facilities



Our campus is a modern comprehensive elementary school campus. The campus includes 18 regular classrooms, 6 portable classrooms, specialist rooms for special education, special reading, Bilingual education, speech, counselor, psychologist and Primary Intervention Program. A multipurpose room provides space for lunch and a stage for assemblies. All children attend school in a classroom appropriate to

supporting the district educational program.

A well-trained and dedicated custodial staff provides staff and students with clean classrooms and restrooms daily. Maintenance at the site and district level is ongoing. Specialists such as electricians, groundskeepers, painters and craftsmen perform repairs on call.

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 are 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.

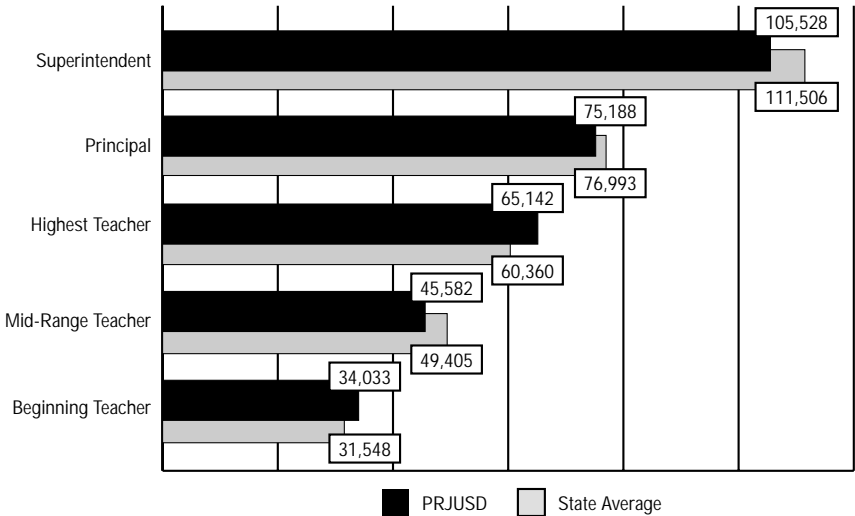


Staff Salary Data

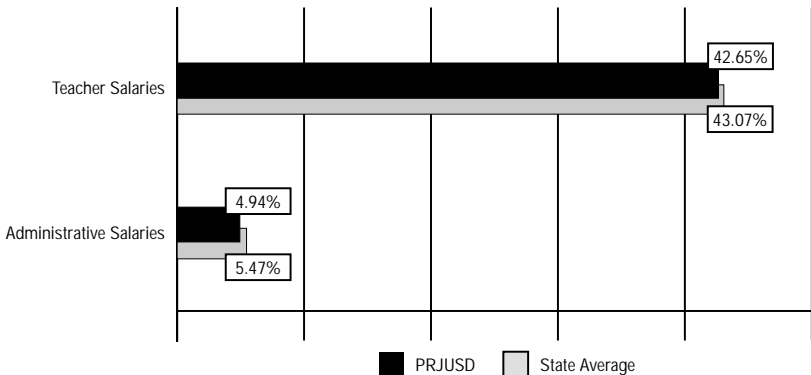
For comparison purposes, the State Department of Education has provided average salary data from school districts having more than 5,000 average daily attendance throughout the state, using the most current information available.

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

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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

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Dr. Gary Hoskins, Director
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Virginia Peterson Administration

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Leona Givner
Principal

Counselor

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Keppi Serpa
K-5 Counselor

Office Staff

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Linda Stanley
Secretary
Sue Ramshur
Clerk
Vicki Teague
Clerk

Instructional Specialist

Nancy Scott
Reading Specialist

Lucy Simola
RSP Teacher

VP Support Staff

Kathleen Clark
Nurse

Marijayne Taylor
Lead Custodian

Shauna Udell
Library Media Specialist

District Support Staff

Babette DeCou, Coordinator
Curriculum & Staff Development

Fran Long, Director
Special Projects/Child Care Services

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

Nancy Hulbert
Psychologist

Maru Kiel
District Nurse

Robin Kosin
District PE Specialist

Brad Macomber
District PE Specialist

Carolynne Palmer
K-5 District Librarian

Jerry Perney
District Music Specialist

Bruce Pridgeon
District Speech Therapist

Paso Robles Joint Unified School District
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Working Together, We Are Building The Future For Our Students