

**WINIFRED PIFER  
ELEMENTARY SCHOOL**

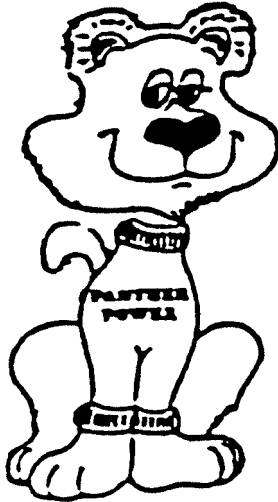
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**S A R C**

(School Accountability Report Card)

**2000 - 2001  
ANNUAL REPORT**

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*Home of the Panthers*



## PRINCIPAL'S MESSAGE

from Kirk Smith



Dear Families and Friends,

It is a pleasure to share with you the information contained in our School Accountability Report Card (SARC). We continue to involve students, parents, staff and the community to provide the best educational opportunities possible for all our children.

I hope you enjoy reading through this annual report on our school. If you have any questions or ideas, please do not hesitate to contact me.

### **Winifred Pifer Elementary School - Mission Statement:**

To teach all of our students to read with understanding, to write with clarity, and to use numbers to solve meaningful life problems.

To teach students how to interact with others in a positive, productive manner.

To support parents and to involve them as active partners in their childrens' education.

To promote an interest in and enthusiasm for learning about the world and its people.

To teach our students to become critical and creative thinkers, and to be self-regulated learners.

## 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.

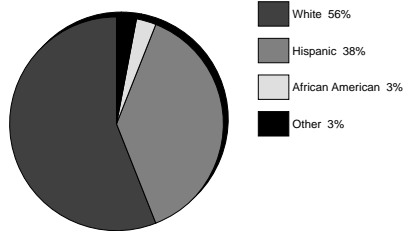
To access the School Accountability Report Cards online, visit our web page at <http://www.pasoschools.org/sarc>.

## School Profile

Winifred Pifer School, named after Winifred Pifer, a former Paso Robles Public Schools teacher, originally opened in 1956 and was moved to a new school site in 1994. Our campus serves kindergarten through fifth grade students. Winifred Pifer is proud of the ethnic diversity of its student body. The chart to the right represents the ethnic composition for the 1999-2000 school year.

### Student Ethnic Demographics

Winifred Pifer 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



Winifred Pifer 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
<b>Reading</b>				
Pifer	46 49 53	51 52 57	42 49 47	53 50 46
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
<b>Math</b>				
Pifer	60 74 63	62 79 80	50 63 56	49 68 64
Paso Robles	47 66 61	52 71 70	45 58 60	44 61 63
Statewide	50 58 59	49 57 61	44 51 54	45 51 55
<b>Language</b>				
Pifer	53 64 51	63 69 70	50 53 58	55 59 56
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 Pifer School:

<b>Category</b>	<b>Results</b>
<b>Schoolwide API</b>	<b>715</b>
<b>Growth from Prior Year</b>	<b>47</b>
<b>Did the School Meet Growth Targets?</b>	<b>Yes</b>
<b>State Decile Rank</b>	<b>7</b>
<b>Similar School Decile Rank</b>	<b>7</b>
<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

Leadership is a shared experience at Pifer Elementary. The principal meets regularly with the leadership team, which is composed of teachers and support personnel who serve on a two-trimester rotating basis. Concerns and ideas are shared together before being discussed with the entire staff. Most decisions that affect instruction and school environment are made collaboratively whenever possible. Teachers also work together as grade-level teams to discuss curricular and instructional matters, and to make decisions regarding their students' learning. The school principal maintains an "open door" policy, encouraging the staff to communicate ideas and concerns on a daily basis.

Students with special educational needs are assisted within the regular classroom environment—the least restrictive environment—as often as possible. Some students are pulled out by our resource specialist to receive individual instruction, but most receive support and assistance in the classroom through the efforts of the resource specialist and two instructional assistants.

The quality of the teaching staff at Pifer is exceptional. One reason for the high level of achievement and our low level of discipline problems is the excellence of the people who work with the children at our school.

## 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 Winifred Pifer 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 students in 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 six elementary schools, working with school library/media technicians to ensure that instruction in the use of the library is provided to all K-5 students.
- **Library/Media Technician**–A library technician at each school supervises students in the library and assists students in the selection, location and use of materials.
- **Music Specialist**–A music specialist provides weekly music instruction for grades 2 through 4. Students in grade 5 have the opportunity to participate in an instrumental music program.
- **Paraeducator**–Assigned to some classrooms and provides individual and small group help for students.
- **Parent Education Library**–A library of books, video tapes, and other resources are 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.
- **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, and classroom teachers meets 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 groups with 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**

Four professional development days were scheduled during the 2000-01 school year. The entire staff participated in a PAX leader training to help establish a peaceful and inclusive school for students. We devoted two days to reading, mathematics, and assessment. For the fourth day, teachers participated by grade level in district-wide training including Kindergarten Literacy development, using literacy strategies in science, in grades 1-3, and guided reading recovery in grades 4-5.

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.

### **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

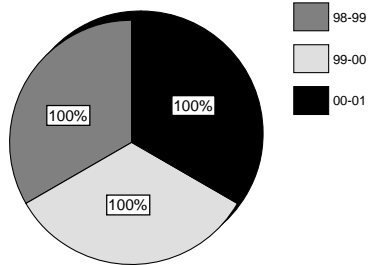
Teachers and administrators collaborate through an established evaluation system. The principal formally evaluates tenured teachers every two years. Temporary and probationary teachers are evaluated yearly. All teachers are observed frequently. The evaluation may include instructional techniques, adherence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

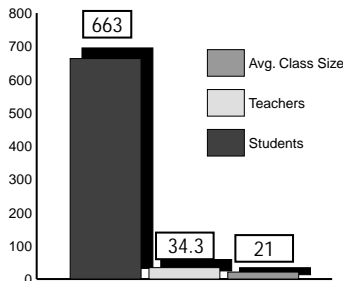
Our schools work to increase teacher attention for each student by keeping student-to teacher ratios at or below contractual agreements. Since the outset of the Morgan-Hart Class Size Reduction Act in 1989, the Paso Robles Public Schools have implemented class size reduction (CSR) for all ninth grade 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.

### K-3 Class Size Reduction Program Participation



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 above 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.

The following data reflects the average class size, teacher/student ratio for Winifred Pifer 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 Winifred Pifer 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		1	5	4	2			2						
k-1				1											
1				4	5	5									
1-2				1											
2				3	4	4			1						
2-3				1	1	1									
3				5	6	3			1						
3-4															
4								1		2	3		1		
4-5				1						2	1	3			
5										1	3	3	2		
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

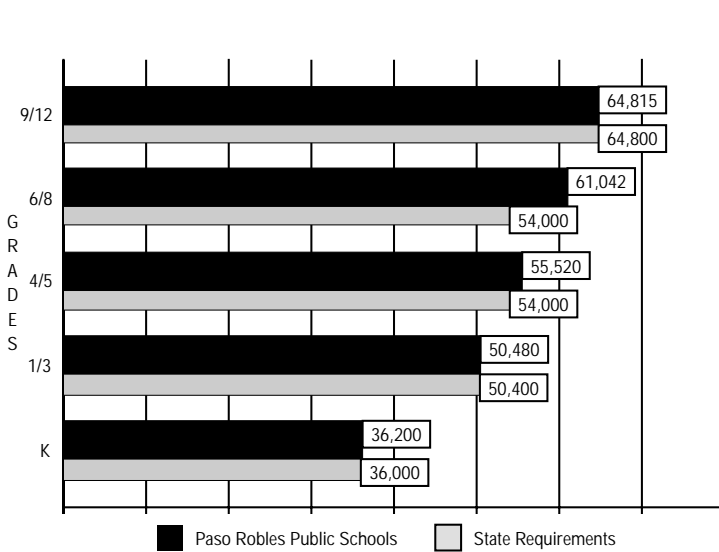
Our school has extensive classroom materials and the latest technology for students. All students are provided with textbooks and materials needed to meet the district-adopted curriculum. Paso Robles Joint Unified School District sets a high priority on ensuring that there are current textbooks to support 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

Computer technology skills are taught to all students in grades 1-5 in our state-of-the-art MacIntosh computer lab, which includes 20 computers. Teachers in every classroom also utilized both laser disc and video tape technology to supplement instruction.

## 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.



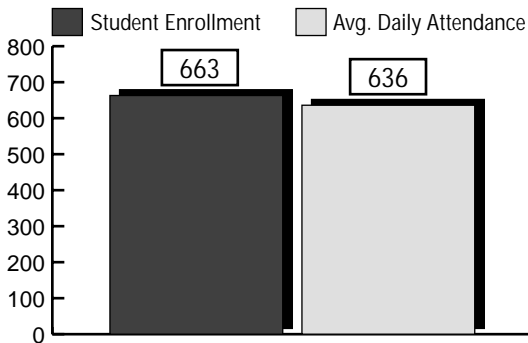
## Minimum Days

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 Winifred Pifer 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 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 Expenditures/Special Projects

The chart below reflects expenditures for special projects for students at Winifred Pifer School.

Economic Impact Aide . . . . .	\$27,314
Gifted and Talented . . . . .	2,400
School Improvement Program . . . . .	36,920
Title VI (Chapter II) . . . . .	1,380
Title I (Chapter I) . . . . .	93,840

*Other special grants expended on students at Winifred Pifer include:*

- API Awards
- Drug & Tobacco Use Prevention
- Eisenhower
- Library Materials
- Miller Unruh
- School Safety
- Site Block Grant
- State Instructional Materials
- Student Academic Partnership Grant
- Title I Enhancement
- Visual and Performing Arts Grant

### 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

### Discipline

The key to our discipline plan at Pifer Elementary is communication with the home. Teachers are encouraged to phone parents whenever they have concerns or want to share positive comments. When behavior is serious enough, students are sent to the office to be counseled by the principal. At these times, the principal may make phone contact with parents or ask for a conference involving the student, the teacher, the parents, and the principal. Our endeavor is to turn undesirable behavior into positive behavior, and this works best when the school and the home work together for the benefit of the child. We recognize that children learn best in an environment that is stable and predictable, so we always strive to be firm and fair when dealing with discipline.

## **Learning Environment/Positive Achievements**

We also acknowledge that students thrive in an environment that recognizes their positive achievements, so the entire staff works hard to promote productive behavior. This begins in every classroom, where each teacher has designed his/her own behavior rewards system. On the playground, supervisors provide “Caught You Being Good” slips which are turned in to their teachers for a special “Caught You Being Good” pencil, provided by our PTA.



## **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.

*Some of the program highlights Winifred Pifer School has to offer our students:*

- State-of-the-art technology in classrooms & computer lab
- After-school program for identified Gifted and Talented students in grades 4 and 5
- Early Intervention Reading assistance for identified students
- Primary Language instruction for students acquiring English
- Fine Arts integrated into the curriculum
- PTA-sponsored field trips for every classroom
- After-school homework program
- Outdoor Education Nature Center
- An active Student Council
- Parent involvement in the classroom and with school activities
- Family Fun Nights sponsored by the PTA and Student Council
- Parent resource library with over 400 books and tapes for parents on a variety of topics
- Annual balloon launch by fifth grade classes
- Read-a-Thon recognizes and rewards students and parents for reading together
- DARE substance abuse prevention program for all fifth graders
- Student participation in writing, poster, speech, and art competitions

*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.*

## Safety, Cleanliness and Adequacy of School Facilities

Ours is a modern comprehensive elementary school campus which includes 32 classrooms, a multipurpose room with a stage, a library, a computer technology lab, an office/workroom/lounge facility, a PRYDE day care program, a huge playground, and one County Special Day Class Preschool building. Due to the efforts of a dedicated custodial staff, the campus is extraordinarily clean and in excellent repair. Our head custodian handles many of the minor repairs, and more involved projects are dealt with promptly by district maintenance staff.

Our school provides a safe, clean and well-equipped environment for students to learn. All school activities are supervised, and fire and disaster drills are performed on a regular 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:*

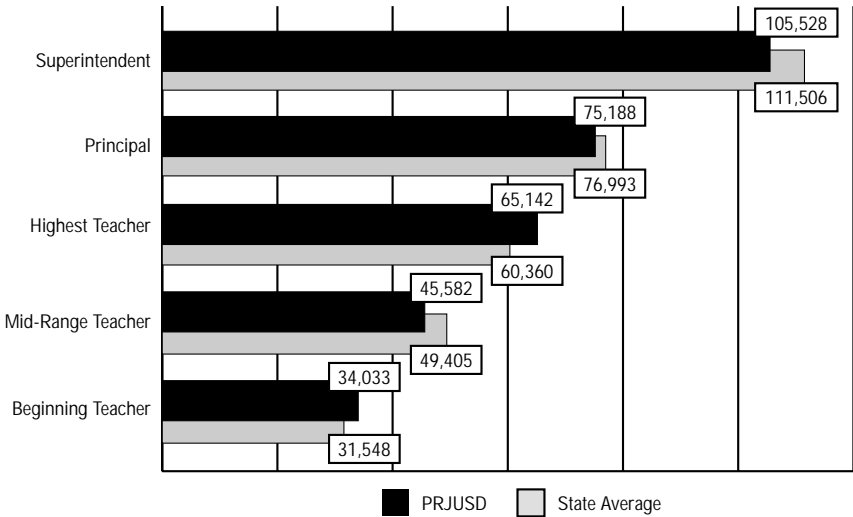
- Safe schools are caring schools. Students in safe schools feel respected and know that the people care about them and expect them to succeed.
- Safe schools are built through the cooperative effort of parents, students, staff and community members.
- Safe schools communicate high standards. Students know that learning and achievement 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

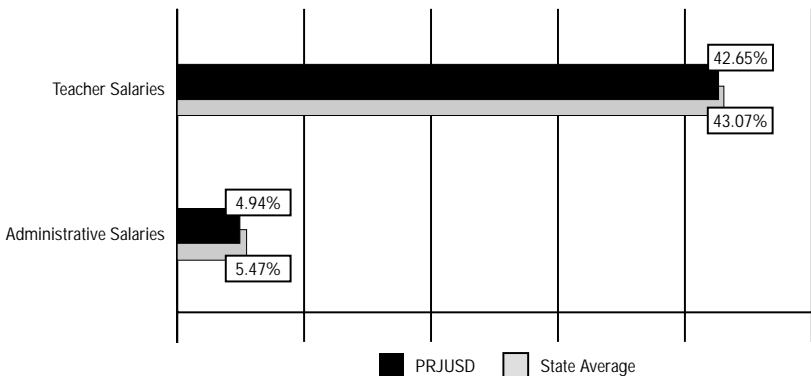
For comparison purposes, the State Department of Education has provided average salary data from school districts having more than 5,000 average daily attendance throughout the state, using the most current information available.

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

(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

## Winifred Pifer Administration

(805) 237-3393

**Kirk Smith**  
Principal

## Counselor

**Kirsten Lowry**  
Counselor Intern  
**Keppi Serpa**  
K-5 Counselor

## Office Staff

(805) 237-3393

**Gail Wolff**  
Secretary  
**Sara Winnewisser**  
Clerk  
**Jeanie Stemple**  
Bilingual Clerk/Receptionist

## Instructional Specialist

**Jennifer Bell**  
Reading Specialist

**Margaret Hurrle**  
Resource Specialist

## Winifred Pifer Support Staff

**Kathleen Clark**  
Nurse

**JoAnn Pedersen**  
Library Media Specialist

**Stan Scott**  
Lead Custodian

## 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

**Maru Kiel**  
District Nurse

**Tanya Degnan**  
District PE Specialist

**Jessica Muñoz**  
District Psychologist

**Carolyn Palmer**  
K-5 District Librarian

**Gay Perney**  
District Music Specialist

**Jerry Perney**  
District Music Specialist

**Bruce Pridgeon**  
District Speech Therapist

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

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