

Georgia Brown Elementary School

School Accountability Report Card Reported for School Year 2002-2003

Published During 2003-2004

Notes regarding the source and currency of data:

Data included in this School Accountability Report Card (SARC) are consistent with State Board of Education guidelines, which are available at the California Department of Education Web site at <http://www.cde.ca.gov/ope/sarc/data.htm>. Most data presented in this report were collected from the 2002-03 school year or from the two preceding years (2000-01 and 2001-02). Due to the certification timelines for graduation, dropout, and fiscal information, the data for these sections of the report were collected in 2001-02. A glossary of terms is available at <http://www.cde.ca.gov/demographics/glossary>.

School Information		District Information	
School Name	Brown (Georgia) Elementary	District Name	Paso Robles Joint Unified
Principal	Paulette Pahler	Superintendent	Patrick J. Sayne, Ed.D.
Street	36th & Oak Sts.	Street	800 Niblick Road
City, State, Zip	Paso Robles, CA 93447-7010	City, State, Zip	Paso Robles, CA 93447-7010
Phone Number	(805) 237 - 3387	Phone Number	(805) 237 - 3348
FAX Number	(805) 237 - 3426	FAX Number	(805) 237 - 3339
Web Site	http://king.prps.k12.ca.us/brown/	Web Site	http://www.pasoschools.org/
E-mail Address	ppahler@king.prps.k12.ca.us	E-mail Address	psayne@king.prps.k12.ca.us
CDS Code	40-75457-6043137	SARC Contact	Sheldon K. Smith, Ed.D.

School Description and Mission Statement

The goal of Georgia Brown Elementary School is to provide excellence in education through outstanding programs, services, and activities. Georgia Brown is currently involved in a comprehensive school-wide program to reform, restructure, and upgrade the current Early Intervention Bilingual Program to create a Two-way Language and Immersion Program, an extended learning day, and extended learning year to accelerate language and academic achievement for all students. Students will have the opportunity to become fully bilingual and biliterate, adding another language and culture. To keep updated on what's happening at Georgia Brown School, visit our web page at <http://king.prps.k12.ca.us/brown>.

Opportunities for Parental Involvement

Contact Person Name	Paulette Pahler	Contact Person Phone Number	805.237.3387
<p>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.</p>			

I. Demographic Information

Student Enrollment, by Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	80	Grade 9	0
Grade 1	79	Grade 10	0
Grade 2	76	Grade 11	0
Grade 3	80	Grade 12	0
Grade 4	71	Ungraded Secondary	0
Grade 5	76		
Grade 6	0		
Grade 7	0		
Grade 8	0		
Ungraded Elementary	0	Total Enrollment	462

Student Enrollment, by Ethnic Group

Data reported are the number and percent of students in each racial/ethnic category as reported by CBEDS.

Racial/Ethnic Category	Number of Students	Percent of Students	Racial/Ethnic Category	Number of Students	Percent of Students
African-American	11	2.4	Hispanic or Latino	315	68.2
American Indian or Alaska Native	3	0.6	Pacific Islander	3	0.6
Asian	0	0.0	White (Not Hispanic)	130	28.1
Filipino	0	0.0	Multiple or No Response	0	0.0

II. School Safety and Climate for Learning

School Safety Plan

Date of Last Review/Update	Dec. 11, 2002	Date Last Discussed with Staff	Jan. 8, 2003
<p>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.</p> <p>There are four key elements of a safe school plan:</p> <ul style="list-style-type: none">• 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.			

School Programs and Practices that Promote a Positive Learning Environment

<p>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.</p> <p><u>Discipline</u></p> <p>Students and staff are aware of our discipline plan. Staff reviews discipline procedures at the beginning of each year with all students. Disciplinary practices are developed with participation of all staff. All staff responds fairly and consistently to violations of the disciplinary plan. Discipline is a developmental process aimed at changes in behavior and attitude, not merely punitive reaction. Award assemblies, "Caught you Being Good" Certificates, and classroom rewards are used for positive behavior. When necessary, students receive a call home or serve detention. Students tardy more than once a trimester serve detention at lunch time. Students absent more than 6 times are entered into the SARB system.</p> <p><u>Climate of Learning</u></p> <p>We recognize the positive contributions that our students make. Student recognition assemblies are held each month where students are recognized for academics, sportsmanship, citizenship, and social responsibility. Building our students' self-esteem is a component of every teacher's program. At Georgia Brown School we strive to create an environment where all students have the opportunity to learn and grow. Extended-day and extended-year programs provide enrichment and tutorial programs. As we move forward into the twenty-first century, we realize students will need the tools to learn about and appreciate the world around them and its diversities. We look forward to the challenge of equipping students for their bright and successful futures.</p>

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

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

Suspensions and Expulsions

Data reported are the number of suspensions and expulsions (i.e., the total number of incidents that result in a suspension or expulsion). The rate of suspensions and expulsions is the total number of incidents divided by the school's total enrollment as reported by CBEDS for the given year. In unified school districts, a comparison between a particular type of school (elementary, middle, high) and the district average may be misleading. Schools have the option of comparing their data with the district-wide average for the same type of school.

	School			District		
	2001	2002	2003	2001	2002	2003
Number of Suspensions	43	38	18	652	833	939
Rate of Suspensions	9%	9%	4%	11%	13%	14%
Number of Expulsions	0	0	0	45	44	46
Rate of Expulsions	0	0	0	1%	1%	1%

School Facilities

Our school consists of 20 classrooms, day care center, library, and family activity center, multipurpose room, reading room/early intervention room, computer lab, resource specialist room and a Mac lab with Internet. The campus perimeter is secure from criminal activity, and visitors wear badges and are to sign in at the office. Access signs are displayed at both entry points. Vehicles do not have easy access to school grounds. Yard duty assistants patrol our grounds, and appropriate lighting is installed in hallways.

III. Academic Data

Standardized Testing and Reporting (STAR)

Through the California Standardized Testing and Reporting (STAR) Program, students in grades 2-11 are tested annually in various subject areas. Currently, the STAR program includes California Standards Tests (CST) in English-language arts and mathematics in grades 2-11, science and history/social science in grades 9-11, and a norm-referenced test, which tests reading, language, and mathematics in grades 2-11, spelling in grades 2-8, and science in grades 9-11.

California Standards Tests (CST)

The California Standards Tests (CST) show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. Detailed information regarding results for each grade and proficiency level and the percent of students not tested can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

CST - All Students

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
English Language Arts	16	18	22	35	38	38	30	32	35
Mathematics		36	40		35	40		31	35
Science					32	27		30	27
History/Social Science					35	30		28	28

CST - Racial/Ethnic Groups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
English Language Arts					8		56
Mathematics					26		80
Science							
History/Social Science							

CST - Subgroups

Data reported are the percent of students achieving at the proficient or advanced level (meeting or exceeding the state standard).

Performance Level	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
English Language Arts	21	23	6	8	45	10	23	
Mathematics	44	37	25	27	63	17	42	
Science								
History/Social Science								

Norm-Referenced Test (NRT)

Reading and mathematics results from the Norm-Referenced Test (NRT), adopted by the State Board of Education (this was the Stanford 9 test up until 2003, but was changed to the California Achievement Test, Sixth Edition for 2003), are reported for each grade level as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to results at the district and state levels. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/> or by speaking with the school principal. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

NRT - All Students

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	School			District			State		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
Reading	26	33	29	50	52	48	44	45	43
Mathematics	47	52	49	58	62	53	53	55	50

NRT - Racial/Ethnic Groups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	African-American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White (not Hispanic)
Reading					13		69
Mathematics					36		83

NRT - Subgroups

Data reported are the percent of students scoring at or above the 50th percentile.

Subject	Male	Female	English Learners	Socioeconomically Disadvantaged		Students With Disabilities		Migrant Education Services
				Yes	No	Yes	No	
Reading	28	30	9	12	59	15	30	
Mathematics	51	47	35	36	72	18	52	

Local Assessment

Data reported are the percent of students meeting or exceeding the district standard.

Grade Level	Reading			Writing			Mathematics		
	2001	2002	2003	2001	2002	2003	2001	2002	2003
1		48	66		92	52		72	66
2		65	62		81	59		81	71
3		35	40		15	33		50	57
4		26	42		48	25		77	42
5		30	53		39	59		70	72

California Physical Fitness Test

Data reported are the percent of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards). Detailed information regarding the California Physical Fitness Test may be found at the California Department of Education Web site at <http://www.cde.ca.gov/statetests/pe/pe.html>. Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Grade Level	School			District			State		
	Total	Female	Male	Total	Female	Male	Total	Female	Male
5	21.1	33.3	12.2	15.3	20.0	11.2	23.8	25.2	22.3
7				32.0	33.9	30.1	27.8	29.6	26.0
9				34.5	27.5	40.4	24.8	23.3	26.2

Academic Performance Index (API)

The **Academic Performance Index (API)** is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the state has set 800 as the API score that schools should strive to meet.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its Base API and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards. Schools that do not meet their targets and have a statewide API rank of one to five are eligible to participate in the Immediate Intervention/Underperforming Schools Program (II/USP), which provides resources to schools to improve their academic achievement. There was no money allocated to the II/USP Program in 2002 or 2003.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: In order to be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2-8 and high schools must test at least 90 percent of their students in grades 9-11 on STAR.

Statewide Rank: Schools receiving a Base API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from one (lowest) to ten (highest) to indicate how well the school performed compared to schools most like it.

API criteria are subject to change as new legislation is enacted into law. Detailed information about the API and the Public Schools Accountability Act (PSAA) can be found at the California Department of Education Web site at <http://www.cde.ca.gov/psaa/api/> or by speaking with the school principal.

Schoolwide API

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
Percent Tested	99	99	99	Percent Tested	99	99	99
API Base Score	550	557	600	API Growth Score	546	585	636
Growth Target	13	12	10	Actual Growth	-4	28	36

Statewide Rank	3	2	2	
Similar Schools Rank	4	2	1	

API Subgroups - Racial/Ethnic Groups

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
African-American				African-American			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
American Indian or Alaska Native				American Indian or Alaska Native			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Asian				Asian			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Filipino				Filipino			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
Hispanic or Latino				Hispanic or Latino			
API Base Score	447	464	509	API Growth Score	449	493	555
Growth Target	10	10	8	Actual Growth	2	29	46
Pacific Islander				Pacific Islander			
API Base Score				API Growth Score			
Growth Target				Actual Growth			
White (Not Hispanic)				White (Not Hispanic)			
API Base Score	735	778	819	API Growth Score	779	818	842
Growth Target	10	10	A	Actual Growth	44	40	23

API Subgroups - Socioeconomically Disadvantaged

API Base Data				API Growth Data			
	2000	2001	2002		From 2000 to 2001	From 2001 to 2002	From 2002 to 2003
API Base Score	477	472	520	API Growth Score	456	506	559
Growth Target	10	10	8	Actual Growth	-21	34	39

Awards and Intervention Programs

Eligibility for statewide award or intervention programs is based on API growth data from the previous academic year. The Immediate Intervention/Underperforming Schools Program was not funded for the year 2002 or 2003.

School				District			
Federal Programs	2001	2002	2003	Federal Programs	2001	2002	2003
Recognition for Achievement (Title 1)	No	No	No	Number of Schools Identified for Program Improvement	0	0	2
Identified for Program Improvement (Title 1)	No	No	No	Percent of Schools Identified for Program Improvement	0.0	0.0	14.3
Exited Title 1 Program Improvement	No	No	No				
Years Identified for Program Improvement							
California Programs	2001	2002	2003				
Eligible for Governor's Performance Award	No	Yes	N/A				
Eligible for II/USP	Yes	---	---				
Applied for II/USP Funding	No	---	---				
Received II/USP Funding	No	---	---				

Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards-based assessments by 2014. In order to achieve this goal and meet annual performance objectives, districts and schools must improve each year according to set requirements. Data reported show whether all groups of students in the school made Adequate Yearly Progress (AYP). Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ayp/> or by speaking with the school principal.

Groups	School			District		
	2001	2002	2003	2001	2002	2003
All Students	---	---	Yes	---	---	Yes

African American	---	---	N/A	---	---	Yes
American Indian or Alaska Native	---	---	N/A	---	---	N/A
Asian	---	---	N/A	---	---	N/A
Filipino	---	---	N/A	---	---	N/A
Hispanic or Latino	---	---	No	---	---	Yes
Pacific Islander	---	---	N/A	---	---	N/A
White (not Hispanic)	---	---	Yes	---	---	Yes
Socioeconomically Disadvantaged	---	---	No	---	---	Yes
English Learners	---	---	No	---	---	No
Students with Disabilities	---	---	N/A	---	---	Yes

IV. School Completion (Secondary Schools)

California High School Exit Exam (CAHSEE)

Beginning with the graduating class of 2006, students in California public schools will have to pass the California High School Exit Exam (CAHSEE) to receive a high school diploma. The School Accountability Report Card for that year will report the percent of students completing grade 12 who successfully completed the CAHSEE.

These data are not required to be reported until 2006 when they can be reported for the entire potential graduating class. When implemented, the data will be disaggregated by special education status, English language learners, socioeconomic status, gender, and ethnic group.

Dropout Rate and Graduation Rate

Data reported regarding progress toward reducing dropout rates over the most recent three-year period include: grade 9-12 enrollment, the number of dropouts, and the one-year dropout rate as reported by CBEDS. The formula for the one-year dropout rate is (Grades 9-12 Dropouts divided by Grades 9-12 Enrollment) multiplied by 100. The graduation rate, required by the federal No Child Left Behind Act (NCLB), is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates.

V. Class Size

Average Class Size and Class Size Distribution

Data reported are the average class size and the number of classrooms that fall into each category (i.e., number of students), by grade level, as reported by CBEDS.

Grade	2001			2002			2003					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.00	4			20.50	2	2		19.75	4		
1	20.25	3	1		20.00	3	1		19.75	4		
2	19.75	4			19.60	5			19.25	4		

3	19.50	4			18.25	4			20.00	6		
4	23.50		2		23.00		3		20.00	2		
5	28.25		4		21.75	1	3		21.67		3	
6												
K-3												
3-4	19.00	1										
4-8	30.00		1		19.00	1			20.75	3	1	
Other												

Average Teaching Load and Teaching Load Distribution

Data reported are the average class size and the number of classrooms that fall into each size category (i.e., number of students), by subject area as reported by CBEDS.

No data are available for this section

Class Size Reduction Participation

California's K-3 Class Size Reduction program began in 1996 for children in kindergarten and grades one through three. Funding is provided to participating school districts to decrease the size of K-3 classes to 20 or fewer students per certificated teacher. Data reported are the percent of students in each grade level in the school that are in a class size reduction classroom.

Grade Level	2001	2002	2003
K	100	100	100
1	100	100	100
2	100	100	100
3	100	100	100

VI. Teacher and Staff Information

Teacher Credentials

Data reported are the number of teachers (full-time and part-time). Each teacher is counted as '1'. If a teacher works at two schools, he/she is only counted at one school. Data are not available for teachers with a full credential and teaching outside his/her subject area.

	2001	2002	2003
Total Teachers	32	30	31
Teachers with Full Credential (full credential and teaching in subject area)	27	27	31
Teachers Teaching Outside Subject Area			

(full credential but teaching outside subject area)			
Teachers with Emergency Credential (includes District Internship, University Internship, Pre-Interns, and Emergency Permits)	7	5	1
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)			1

Highly Qualified Teachers

The No Child Left Behind Act (NCLB) requires local educational agencies (LEAs) to report specific data regarding highly qualified teachers. As of December of 2003, the State Board of Education (SBE) had not approved a definition for use in reporting data pertaining to highly qualified teachers. Therefore, the requirement that LEAs include these data will not apply to reports published during the 2003-04 school year.

The State Board of Education is scheduled to approve a definition for "highly qualified teacher" in 2004. Once approved, LEAs will be required to use the definition to provide data on report cards published during the 2004-05 school year.

Professional Qualifications 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.

Teacher 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. The evaluation may include instructional techniques, adherence to the curriculum, to 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.

Substitute Teachers

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. The evaluation may include instructional techniques, adherence to the curriculum, to 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.

Counselors and Other Support Staff

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

- 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 Specialist–Assists teachers with weekly computer instruction for students.
- Counselor–Counseling sessions are offered on an individual and group basis by a counseling intern who is under the supervision of a qualified licensed counselor.

This is a valuable educational service designed to teach a variety of skills to help increase your child's achievement in school.

- District Nurse–The nurse works with students who are referred for health needs and supervises hearing, dental, and vision screening. She works with families, local physicians and county health officials. Office personnel handle daily first aid needs.
- Drug Abuse Resistance Education (DARE)–The Paso Robles Police Department offers a program for all first through fifth grade students.
- Extended Day–This after-school program is provided for kindergarten through grade 5 until 6:00 p.m., Monday through Friday.
- Healthy Start Program–Students are identified and referred to the Healthy Start program to receive health services, academic assistance, and referrals to support agencies offering additional support.
- Librarian–One Librarian serves five elementary schools, working with school library/media technicians to ensure that instruction in the use of the library is provided to all K-5 students.
- Library/Media Technician–A library technician at each school supervises students in the library and assists students in the selection, location and use of materials.

VII. Curriculum and Instruction

School Instruction and Leadership

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

The Principal provides strong leadership, vision for school achievement, establishes a positive tone, and sets a direction for the school. Shared decision making involving certificated and non-certificated staff is encouraged. Staff meetings and grade level meetings are scheduled at least twice a month to make decisions. The school leadership team meets once a month. The Principal is highly visible on campus

and in the classrooms and is readily available to the school community. Parents, students, and staff participate in yearly surveys to evaluate school programs and plan for the next year. PTA, Bilingual Advisory Council (BAC), School Site Council (SSC), and a parent liaison are actively involved in the planning process.

Professional 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 and individual instruction. During the 2000-01 school year, K-5 district reading and mathematics specialists were available to support new and veteran teachers.

Staff Development

Four professional development days were scheduled during the 2000-01 school year. All elementary teachers received one day of training in Peace Leaders. Georgia Brown worked with the Cal Poly Extension program one day on using cooking and gardening to meet science and health standards. Time was also spent developing the school plan, attendance, math and reading training, and reviewing assessment data. 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. 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.

Quality and Currency of Textbooks and Other 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 grades 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.

Literacy and Technology

Staff is committed to promoting reading and mathematical literacy for all students. We believe that we can best help our students prepare for the twenty-first century by increasing their proficiency in reading, writing, and problem solving. We believe that students in the elementary grades should utilize technology daily to help develop their reading, writing, and problem solving skills. All staff participated in Cooperative Learning training and Optimal Learning Environment Training. We encourage all staff to use Guided Language Acquisition Design (GLAD) techniques. Georgia Brown School has an Apple computer lab, a Mac lab with Internet connections, and mini-labs in all classrooms. One site technology mentor trains staff, students, and parents on current technology. Third, fourth, and fifth grade classes have sets of word processors for student use. Georgia Brown's Two-Way Language Immersion program is a unique opportunity that brings together Spanish- and English-speaking students in an

effort to develop full bilingualism in both groups. Children are mixed together all day in this "additive bilingual program" where they learn a second language without compromising their first language. Kindergarten and first grade students spend 80% of the day learning in Spanish. Their assigned teacher communicates only in Spanish. An English Language Development Specialist teaches in each classroom for 20% of the school day. Students receive instruction in English during this time. In second grade, 70% of the day is in Spanish. Third grade is taught 60% of the day in Spanish. Fourth and fifth grades are taught 50% of the day in Spanish and 50% of the day in English.

Students at Georgia Brown will:

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

Instructional Minutes

The California *Education Code* establishes the required number of instructional minutes per year for each grade. Data reported compares the number of instructional minutes offered at the school level to the state requirement for each grade.

Instructional Minutes Grade Level		
	Offered	State Requirement
K	36,200	36,000
1	50,480	50,400
2	50,480	50,400
3	50,480	50,400
4	55,520	54,000
5	55,520	54,000
6	61,042	54,000
7	61,042	54,000
8	61,042	54,000
9	64,815	64,800
10	64,815	64,800
11	64,815	64,800
12	64,815	64,800

Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Instructional Days With At Least 180 Instructional Minutes Grade Level		
	Offered	State Requirement
9	180 Days	180 Days
10	180 Days	180 Days
11	180 Days	180 Days
12	180 Days	180 Days

Total Number of 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 10 parent-teacher conference days during the school year.

VIII. Postsecondary Preparation (Secondary Schools)

Advanced Placement/International Baccalaureate Courses Offered

The Advanced Placement (AP) and International Baccalaureate (IB) programs give students an opportunity to take college-level courses and exams while still in high school. Data reported are the number of courses and classes offered, and the enrollment in various AP and IB classes. The data for Fine and Performing Arts include AP Art and AP Music, and the data for Social Science include IB Humanities.

No data are available for this section

Students Enrolled in Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of students enrolled in courses required for UC and/or CSU admission. The percent of students is calculated by dividing the total number of students enrolled in courses required for UC and/or CSU admission by the total number of students enrolled in all courses.

No data are available for this section

Graduates Who Have Completed All Courses Required for University of California (UC) and California State University (CSU) Admission

Data reported are the number and percent of graduates who have completed all courses required for UC and/or CSU admission. The percent of graduates is calculated by dividing the total number of graduates who have completed all courses required for UC and/or CSU admission by the total number of graduates.

No data are available for this section

SAT I Reasoning Test

Students may voluntarily take the SAT test for college entrance. The test may or may not be available to students at a given school. Students may take the test more than once, but only the highest score is reported at the year of graduation. Detailed information regarding SAT results may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ope/research/sat/>.

No data are available for this section

Enrollment and Program Completion in Career/Technical Education (CTE) Programs

Data reported are from the *Report of Career-Technical Education Enrollment and Program Completion for School Year 2001-2002 (CDE 101 E-1)*. Data have been aggregated to the district level.

CTE Participants	Secondary CTE Students			Grade 12 CTE Students			
	Total Course Enrollment	Number of Concentrators	Number of Completers	Completion Rate	Number of Completers	Number Earning Diploma	Graduation Rate

IX. Fiscal and Expenditure Data

Average Salaries (Fiscal Year 2001-2002)

Data reported are the district average salary for teachers, principals, and superintendents, compared to the state average salaries for districts of the same type and size, as defined by *Education Code* Section 41409. The district average principal salary is shown separately for elementary, middle, and high schools, but the state average principal salary is combined.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	34714	35344
Mid-Range Teacher Salary	50967	55581
Highest Teacher Salary	65511	69990
Average Principal Salary (Elementary)	74059	86279
Average Principal Salary (Middle)	73655	
Average Principal Salary (High)	79726	
Superintendent Salary	108691	131273
Percent of Budget for Teacher Salaries	44.05	42.90
Percent of Budget for Administrative Salaries	5.24	5.64

Expenditures (Fiscal Year 2001-2002)

Data reported are total dollars expended in the district, and the dollars expended per student at the district compared to the state average. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/fiscal/financial/>.

District	District	State Average For Districts In Same Category	State Average All Districts
Total Dollars	Dollars per Student (ADA)	Dollars per Student (ADA)	Dollars per Student (ADA)
\$43958228	\$6732	\$6770	\$6719

Types of Services Funded

2000-01 - Expenditures/Special Projects	
The data below reflects expenditures for special projects for students at Georgia Brown School.	
School Improvement Program	\$37,576
Title I (Chapter I)	104,765
Title VI (Chapter II)733
Title VII227,437

Economic Impact Aide43,288

Gifted and Talented2,707

Other special grants expended on students at Georgia Brown include:

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