



Georgia Brown Elementary School

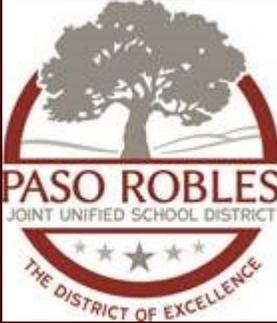
525 36th Street • Paso Robles, CA 93446 • (805) 769-1200 • Grades K-5

Michele Tesauro, Principal

mbtesauros@pasoschools.org

www.pasoschools.org/georgiabrown

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Paso Robles Joint Unified School District

800 Niblick Rd.

Paso Robles, CA 93446

(805) 769-1000

www.pasoschools.org

District Governing Board

Joel Peterson, President

Stephanie Ulibarri, Board Clerk

Chris Arend, Trustee

Chris Bausch, Trustee

Lance Gannon, Trustee

Tim Gearhart, Trustee

Joan Summers, Trustee

District Administration

Dr. Julian Crocker

Superintendent

Jennifer Gaviola

Deputy Superintendent/Title 9

Carol Kenyon

Chief Academic Officer

Brad Pawlowski

Chief Business Officer

Dr. Joseph Williams

Director of Student Services

Nelson Payton

Director of MOFT

Amber Gallagher

Director of Special Education

Dana Budd

Director of Curriculum and Instruction

Principal's Message

I'd like to welcome you to Georgia Brown's Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities. Georgia Brown Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive California Common Core State Standards curriculum by dedicated professional staff and based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency.

We have made a commitment to provide the best educational program possible for Georgia Brown Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

Mission Statement

The goal of Georgia Brown Elementary School is to provide excellence in education through outstanding programs, services, and activities. Georgia Brown Elementary has created a Two-way Language and Immersion Program with an extended learning year to accelerate language and academic achievement for all students.

School Vision

Our vision is to provide a well-rounded high quality education for all students while maintaining our commitment to a bilingual, bi-cultural environment. Students have the opportunity to become fully bilingual and biliterate, while increasing multicultural awareness. The objectives for the program are:

- Fully integrated classrooms (composed of near equal numbers) of Spanish and English speaking students.
- Students will develop biliteracy in Spanish and English by the end of fifth grade.
- Students will demonstrate increased self confidence and academic achievement.
- Teachers will plan collaboratively on a weekly basis in order to develop and support a strong content and language-based program.
- Spanish and English instruction will focus on standards based curriculum for strong academic achievement in both languages.
- Students, parents, and staff will develop an understanding and acceptance of the diversity in our community.
- Students and parents will make a commitment to continue in the program for a full six years, with the opportunity to continue at Flamson Middle School and Paso Robles High School.
- Dual Language Immersion will become the District's Language Enrichment Magnet Program, emphasizing full literacy in Spanish and English through 12th grade.
- Georgia Brown will maintain involvement in our community.

School Profile

Georgia Brown Elementary School is located in the northern region of Paso Robles and serves students in grades transitional kindergarten through five following a traditional calendar. At the beginning of the 2018-19 school year, 661 students were enrolled, including 7.93% in special education, 42.38% qualifying for English Language Learner support, and 69.52% qualifying for free or reduced price lunch.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	152
Grade 1	107
Grade 2	102
Grade 3	94
Grade 4	79
Grade 5	75
Total Enrollment	609

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.0
Asian	0.2
Filipino	0.0
Hispanic or Latino	70.6
Native Hawaiian or Pacific Islander	0.2
White	24.3
Socioeconomically Disadvantaged	62.1
English Learners	45.6
Students with Disabilities	8.7
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Georgia Brown Elementary School	16-17	17-18	18-19
With Full Credential	25	24	26
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Paso Robles Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Georgia Brown Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

All textbooks used in the core curriculum at Georgia Brown Elementary School are aligned to the California Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science). On Tuesday, October 11, 2016, the Paso Robles Joint Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 17-07 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts. In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Paso Robles Joint Unified School District provided each student, including English learners, enrolled in a visual/performing arts class with instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Textbooks and Instructional Materials Year and month in which data were collected: October 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2011 Macmillan/McGraw-Hill, California Treasures 2015 McGraw-Hill, Wonders/Maravillas The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	2013 McGraw-Hill, My Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	2007 Macmillan/McGraw-Hill, Macmillan/McGraw-Hill California Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	2006 Harcourt School Publishers, Reflections: California Series 2006 Houghton Mifflin, Houghton Mifflin History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Georgia Brown Elementary School's original facilities were built in 1948; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- Installation of new parking lot
- Installation of new entry carpet in main building
- Installation of smart irrigation controls
- All HVAC filters onsite were changed

Every morning before school begins, the custodian and the principal inspect facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian

are assigned to Georgia Brown Elementary School. The day custodian is responsible for:

- Classroom cleaning
- General maintenance
- Lunch area setup/cleanup
- Restroom cleaning
- Trash removal
- Nutrition area setup/cleanup

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Common use area cleaning
- Office area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: December 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Sewer lines have tree root intrusion. HVAC units need to be replaced.
Interior: Interior Surfaces	Fair	Carpet needs to be replaced in several portable classrooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Rooms 9-12: Overhang has extensive dry rot; entire roof is in poor condition.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Playground tiles need to be replaced. Place surface of grass is very rough.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	43.0	40.0	49.0	49.0	48.0	50.0
Math	32.0	31.0	35.0	36.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21.6	24.3	9.5

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	250	247	98.80	40.08
Male	123	121	98.37	33.06
Female	127	126	99.21	46.83
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	176	174	98.86	25.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	62	100.00	80.65
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	163	161	98.77	22.98
English Learners	128	126	98.44	16.67
Students with Disabilities	30	29	96.67	10.34
Students Receiving Migrant Education Services	17	16	94.12	12.50
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

- Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

- Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	250	249	99.6	30.92
Male	123	122	99.19	34.43
Female	127	127	100	27.56
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	176	176	100	16.48
Native Hawaiian or Pacific Islander	--	--	--	--
White	62	62	100	70.97
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	163	163	100	16.56
English Learners	128	128	100	10.94
Students with Disabilities	30	29	96.67	20.69
Students Receiving Migrant Education Services	17	17	100	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

- Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

- Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through automated telephone messages, flyers, letters, newsletters, school marquee, school website, one-on-one phone calls, teacher notifications, PTA Facebook page, and PTA emails. Contact any school office staff member at (805) 769-1200 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

- Battle of the Books
- Campus Beautification
- Chaperone Field Trips
- Chess Club
- Classroom Helper
- Dad's Club
- Fundraising Activities
- Garden Club
- Leadership Club
- Library Helper
- Office Helper
- PEER Education Program
- Positive Empowerment Lunch Program
- Power Hour Tutoring
- Science Club

Committees

- English Learner Advisory Council
- Parent Teacher Association
- Safe Schools Committee
- School Site Council
- Title I Advisory Committee

School Activities

- Art Docents
- Assessment Program
- Awards Assemblies
- Back to School Night
- BOB Reading Program
- Campus Beautification
- Carnival
- Cultural Nights
- Drop Everything and Read
- Family Nights
- Field Trips
- Heritage Day
- Kinder Tea
- Movie Night
- Open House
- Pioneer Day
- Parent Conferences
- Read-A-Thon
- Reclassification Celebration
- Recycling Program
- Red Ribbon Week
- Salsa Night
- SASE Meetings
- Spirit Assemblies
- Spirit Week
- SST's 504
- Student Performances
- Student Recognition Assemblies
- Talent Show
- Tiger Pounce
- Volunteer Tea

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

The Comprehensive School Site Safety Plan was developed for Georgia Brown Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff by December 2018.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	0.5	1.0	1.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.6	3.7	5.2
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	0
Nurse	0.2
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	0
Average Number of Students per Staff Member	
Academic Counselor	N/A

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	26	25	1			5	5	6			
1	27	27	27				4	4	4			
2	27	25	28				3	4	3			
3	26	28	28				4	3	4			
4	30	27	31				2	3	2			
5	29	25	31				3	3	3			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

All training and curriculum development activities at Georgia Brown Elementary School revolve around the California Common Core State Standards. During the 2017-18 school year, Georgia Brown Elementary School held staff development training devoted to:

- Spanish Language skills
- Realignment to the Dual Immersion Program
- GLAD

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Georgia Brown Elementary School supports ongoing professional growth throughout the year during Professional Learning Communities (PLC) days on early release Wednesdays. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2017-18 school year, Georgia Brown Elementary School's teachers attended the following events hosted by the Paso Robles Joint Unified School District:

- California Mathematics and Science Partnership (CaMSP) (for STEM teachers)
- Direct Interactive Instruction (for new teachers)
- English Language Development (ELD)
- Gifted and Talented Education (GATE) K-12 Articulation (for GATE, Honors and AP teachers)
- ST Math
- iRead
- MAP assessment
- Professional Learning communities (PLC)
- Science / NGSS PD day

Georgia Brown Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional supports are provided through targeted training focused on teaching strategies, supporting dual language learners, and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,003	\$47,547
Mid-Range Teacher Salary	\$67,542	\$74,775
Highest Teacher Salary	\$86,818	\$93,651
Average Principal Salary (ES)	\$102,900	\$116,377
Average Principal Salary (MS)	\$102,973	\$122,978
Average Principal Salary (HS)	\$107,649	\$135,565
Superintendent Salary	\$204,115	\$222,853
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	7.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,144	\$366	\$3,778	\$57,370
District	◆	◆	\$4,777	\$71,102
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District				
Percent Difference: School Site/ State				

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded

On an annual basis, Paso Robles Unified School District submits the application for funding consolidated categorical aid programs, commonly called the ConApp (short for Consolidated Application). The application is submitted in two parts: Part I, which contains program and demographic information, is submitted each year by June 1; Part II, which contains the budget information and additional program data, is submitted each year by January 31. The categorical programs included in the application are Title I, Part A – Improving the Academic Achievement of the Disadvantaged; Title I, Part C – Migrant Education; Title II, Part A – Preparing, Training, and Recruiting High Quality Teachers and Principals; and Title III – Language Instruction for Limited English Proficient and Immigrant Students. Essentially, these funds are designed to assist students in mastering state standards.

The 2013-14 California Department of Education (CDE) budget package replaces the previous K-12 finance system with a new Local Control Funding Formula (LCFF). For school districts and charter schools, the LCFF creates base, supplemental, and concentration grants in place of most previously existing K-12 funding streams, including revenue limits and most state categorical programs. For county offices of education (COEs), the LCFF creates separate funding streams for oversight activities and instructional programs. The goal of the LCFF is to significantly simplify how state funding is provided to local educational agencies (LEAs). Under the new funding system, revenue limits and most state categorical programs are eliminated. LEAs will receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students. The LCFF creates funding targets based on these student characteristics.

The Local Control Accountability Plan (LCAP) is an important component of the LCFF. Under the LCFF, all districts are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to Education Code Section 52060(d). Each school district must engage parents, educators, employees and the community to establish these plans. Parental and community engagement of all stakeholders is critical to the development of the district LCAP. PRJUSD continues to work with all stakeholder groups in holding various district and school committee meeting and forums designed to gather information on various specific areas of importance. The plans will describe the school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals. The LCAPs must focus on eight areas identified as state priorities. District plans will also demonstrate how the district's budget will help achieve the goals and assess each year how well the strategies in the plan were able to improve outcomes. PRJUSD values feedback and input. Parents continue to make positive differences in the lives of the children we all support. We know from research that participation in your child's education will not only bring success to your child but other children in the school. Our parents truly make a difference in the lives of Paso kids! PRJUSD is proud and pleased to offer a variety of parental involvement opportunities that improve our overall program. Depending on the type of categorical funding a site may receive, district or school parent councils and committees are required under certain requirements and guidelines.

Such advisory committees in the PRJUSD include:

- School Site Council (SSC)
- LCAP Parent Advisory
- English Learner Advisory Committee (ELAC)
- District Advisory Committee (DAC) and School Advisory Committee (SAC)
- District English Learner Advisory Committee (DELAC)
- Dual Immersion Parent Advisory
- Career Technical Education Advisory

We encourage all parents and guardians to become involved with their child's education at the classroom, schoolwide and district level. Each school's School Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs and services that are designed to support student achievement of each and every student. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. If you would like additional information on any of the district parent councils or committees, please call your child's school. The principal, guidance specialist (GS), counselor or vice principal would be happy to assist you; or you may go to www.pasoschools.org.

District English Learner Advisory Committee: Whenever there are 51 or more English learner students in the district, there shall be a functioning District English Learner Advisory Committee (DELAC). It is important that each school site ELAC elect a DELAC representative and arrange to have that representative attend every DELAC meeting. Currently, the DELAC bylaws require each DELAC representative to be: 1. a parent or guardian of an English learner or former English learner (i.e., a reclassified fluent English proficient student) currently enrolled at the site he or she represents; and 2. elected to serve as the DELAC representative by the site ELAC.

The following is an overview of the categorical funding and programs in PRJUSD. These funds are further discussed and outlined in each school's SPSA and at the committee meetings. Rationale General district funds provide support for the district's base/core curriculum program. Some children have special characteristics not reflective of the general school population that affect their success in the base/core programs. Some come from economically disadvantaged homes; some are educationally disadvantaged or lack English language proficiency because they have a primary language other than English. Children, such as those described above, require supplemental services and materials not generally provided through the base/core curriculum program. The needs of our children are identified and supplemental services and materials are planned and targeted to meet their special needs. Categorical funds are to be used to provide the financial support to meet these special needs.

Philosophy: All PRJUSD schools offer students with special needs the same kinds of high-quality learning opportunities and access to the core curriculum in all curricular areas. Categorical funds are designed to support additional assistance to help students succeed in the regular classroom program (base/core curriculum) and address any learning gaps. The focus is on the effective utilization of supplementary materials, personnel, and staff development. Staff development activities are used to improve instructional practices and strategies to increase the ability of teachers and other staff to challenge and assist all students to reach their fullest potential.

Categorical Program Descriptions

1. After School Safety and Education Funds (ASES): This state-funded and administered program provides three-year grant funding to establish or expand after-school programs that provide students with academic support and intervention, enrichment opportunities and supportive services to help the students meet state and local standards in core content areas. The purpose of the ASES program is to create additional educational and recreational opportunities for students within the learning community while providing a safe environment for students. The goals of this program are to improve academic achievement and provide enrichment opportunities that reinforce and complement the academic program.
2. Title I, Part A (Improving the Academic Achievement of the Disadvantaged): This federally funded program provides high-quality opportunities for students in high-poverty schools to meet district and state content and performance standards.
3. Title I, Part A, Title X, Part C, Education for Homeless Children and Youths: Title I, Part A funds provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs. This reservation requirement is not formula driven.
4. Title I, Part C (Migrant Education Program): This federally funded program focuses on providing services for migratory students and their families.
5. Title II, Part A (Preparing, Training and Recruiting High-Quality Teachers and Principals): This federally funded program focuses on teacher and principal training and recruitment programs.
6. Title III (Language Instruction for English learners and Immigrants): This federally funded program focuses on assisting school districts in teaching English to limited-English-proficient students (English learners) and immigrants and helping these students meet the same challenging state standards required of all other students.

The goal of the PRJUSUSD staff is to create and maintain the best educational environment possible. This can be accomplished with your support and input. If you have any questions, concerns or would like to become more involved in the educational process at your school, please contact your school principal. Your school can assist you in learning more about categorical programs. You may want to become involved in your school's School Site Council (SSC), English Learner Advisory Committee (ELAC) and/or attend the Annual Title I Parent Meeting. During the fall, each school will send additional information about these activities. At the district level, we encourage you to become involved with our DELAC. We encourage and look forward to your involvement in the programs we offer our learning community. If you have any questions, please call your child's school or the PRJUSD Department of Student Services at (805)769-1000, additional information may be found at www.pasoschools.org

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.