

*Juana Briones
Elementary School
Report to the Community
2002-2003*



INTRODUCTION

As prescribed by law, Juana Briones is pleased and proud to provide this School Accountability Report Card to the community, detailing information about program performance and conditions at the school during the 2002-03 school year.

OUR MISSION:

At Juana Briones, teachers, parents, staff, and students are dedicated to academic excellence. We are a community that builds on the gifts of all students in developing active, lifelong learners.

We want Juana Briones students to:

- work with determination to stretch their minds;
- acquire a solid academic foundation;
- solve problems and make decisions;
- communicate effectively;
- develop confidence in their own abilities;
- care about other human beings and respect their differences.

All of us share in the decisions, the responsibility, and the commitment to a vision of excellence. We are confident each one of us has something significant to contribute to the school and the world.

PROGRAM HIGHLIGHTS

Juana Briones is a neighborhood elementary school, offering instruction to general education students in the kindergarten through fifth grade. Program highlights include:

- Classroom aides in each room providing support to all students;
- Differentiated instruction based on the needs of students;
- A science lab where students learn science content and methods from a scientist;
- Balanced math instruction emphasizing conceptual and operational understanding;
- Challenging literature study and parent-led literature circles;
- General education reading support from a certified specialist;
- Innovative use of simulations during social studies instruction;
- Booster Tutors providing one-to-one student support;
- Hands-on art lessons from a real artist;
- Retired Senior and Volunteer tutors who provide reading support;
- A teaching librarian who emphasizes the use of technology;
- Writer's workshops where students become authors;
- Student Council Action Committees where students learn democracy and empowerment;
- Weekly primary performances and spirit assemblies.

SCHOOL PROFILE

Juana Briones Elementary School is a neighborhood school of exceptional socio-economic diversity. Students come to Juana Briones from modest one-bedroom apartments and from homes valued in the millions of dollars. The school also reflects an international flavor evident in greater Palo Alto and nearby Stanford University. Among its 240 students, 11 different countries are represented and 11 foreign languages are spoken. This mix of nationalities enhances our global awareness and cultural sensitivity.

During the 2002-03 school year, the ethnic makeup of Juana Briones was:

White	Hispanic	Asian	Black	Other
59.5%	11%	15.4%	7.8%	7.3%

Juana Briones is home to a small group of students who have exceptional special needs, including the orthopedically and visually challenged. Six students were mainstreamed or included in general education classes during the academic year. These students teach us important lessons about patience, perseverance, and diversity.

K-3 class enrollment does not exceed 20:1. Grade 4-5 enrollment does not currently exceed 22 students.

INSTRUCTIONAL STAFF

Juana Briones is known for experienced teachers who pioneer innovative curriculum and instruction aligned with State and District standards.

In 2002-03, the staff included 13 general education teachers in kindergarten to fifth grade. Special education services were provided by a resource specialist, two speech and language therapists, and a special day class teacher for the orthopedically and visually challenged. A librarian, a psychologist, an English Language Learner teacher, a reading specialist, a SPECTRA art teacher, a librarian, a science instructor, two P.E. specialists, and six music teachers also enriched the lives of students and supported the basic classroom program.

SCHOOL GOALS

- Refine our comprehensive, standards-based math program;
- Extend writer's workshop activities through the grades and across the curriculum;
- Develop our repertoire of six-trait writing strategies;
- Continue to provide differentiated instruction for all students;
- Teach the whole child.

LOOKING AHEAD TO 2003-2004...

- Re-establish our Life Lab gardens and align their instructional use with content standards in science, math, social studies, health, and language arts;
- Complete school beautification projects;
- Develop a new special education support model.

SPECIAL STUDENT SUPPORT SERVICES

Services are varied and are provided to address the special needs of individual students.

- English Language Learners (ELL) receive the support of a specially skilled English teacher. Some of these students also receive classroom support from native-language tutors who help make classroom work and activities understandable. During the 2002-03 school year, the Juana Briones student body included 46 ELL. Languages represented included Spanish (25), Korean (2), Mandarin (8), Japanese (11), French (3), German (2), Hebrew (7), Ilocano (1), Russian (4), and Tongan (2).
- Emerging young readers in grades K-2 who are experiencing difficulty with reading and writing receive help from the Reading Recovery/Small Group Instruction specialist. The goal of the program is to help students acquire important decoding and comprehension strategies and experience success early in their reading lives before failure becomes an issue.
- A Student Study Team (SST) comprised of teachers, parents, the principal, and specialized support staff work cooperatively to identify strategies for students who may be experiencing difficulty in school. The SST might also conclude that special assessment is necessary to help identify additional support services.
- An Individual Education Plan Team (IEPT) meets to identify specific services special needs students might need, including such special education services as Resource Specialist, Speech & Language, or Special Day Class, among others.
- Booster Tutors and Retired Senior Volunteers journey to school weekly to spend time with individual students whom teachers have identified as needing special attention.
- The Palo Alto Unified School District's Academy Program is an after-school intervention for second, third, fourth, and fifth grade students. Students are assigned to Academy classes based on need as indicated by State and District assessments. Forty-eight Briones students attended Academy sessions during the 2002-03 year.

INSTRUCTIONAL MINUTES

All elementary schools must establish daily bell schedules that allow them to accumulate a sufficient number of instructional minutes annually to meet State requirements. Juana Briones exceeds these requirements. The following table details 1) the minimum allowable minutes mandated by the State of California; 2) the actual instructional minutes at Juana Briones for the 2002-03 school year, and 3) the projected number of minutes for the 2003-04 term.

Juana Briones has a special schedule for Wednesdays and other minimum days. The Wednesday schedule facilitates meeting time with parents in the community and site planning activities.

Minimum days include the day preceding Thanksgiving, winter break, and the final day of school.

<u>Grade</u>	<u>State Minimum Yr.</u>	<u>Juana Briones 2000-2001</u>	<u>Juana Briones 2001-2002</u>
K	36,000	47,880	43,620
1-3	50,400	53,625	54,180
4-5	54,000	56,325	55,560

SCHOOL SAFETY

The teachers, the principal, and support staff work collaboratively with parents to ensure that Juana Briones provides a climate where children feel safe and are safe.

We have three basic school rules that help ensure a safe school:

- Be safe.
- Be responsible.
- Be respectful.

At the beginning of each school year, each student and parent must read and sign an agreement to adhere to our basic rules.

Staff remain vigilant on the yard and in class to see that rules are followed and safety is maintained.

As prescribed by State law, a Safe School Plan is developed annually. The plan is derived from needs that surface in annual surveys to parents, staff, and students. Goals, objectives, and activities contained in the plan address the school's physical and social environment, as well as its culture.

Staff and students participate in a conflict resolution program known as *Talk It Out*. Conflict is a fact of life and an opportunity to learn. Students are encouraged to use words to constructively solve problems and resolve conflicts. *Talk It Out* empowers students and encourages them to be responsible for themselves and their actions.

A companion program, Conflict Mangers, is student-based. Specially trained fourth and fifth grade students serve as resources to students in conflict on the playground at recess. Experience as a Conflict Manager provides students with valuable leadership skills. During the 2002-03 year, 7 students were suspended from school for a total of 10 days.

COMMUNITY INVOLVEMENT

At Juana Briones, parents are encouraged to be active in school affairs and in the process of educating their children. A strong home/school partnership is the basis for the collaborative atmosphere at school. Parents are involved in the PTA, the School Site Council, Palo Alto Unified School District committees, and activities in the classroom.

The Juana Briones PTA is very active and sponsors social events, parent education, and fund-raising activities. During the 2002-03 school year, PTA funds augmented funding for classroom aides, an art specialist, a science teacher, and assemblies.

The PTA also publishes and distributes *The Banner*, the school's main newsletter and provides *Enews*, an electronic news service to the community. Parents also maintain the school's website.

The Juana Briones School Site Council is comprised of staff and parents who meet monthly during the school year to jointly chart the direction of the school. The council reviews annual school improvement plans, allocates supplemental resources, and ensures the success and annual yearly progress of all students.

Parents are welcome on campus and in classrooms. and routinely volunteer to support the instructional program. They serve as tutors, library assistants, drivers on field trips, teachers of special projects, literature study leaders, publishers of student work, clerical assistants, and cultural resources.

CURRICULUM & INSTRUCTION

The **curriculum** – what we teach – is based on content standards aligned with State and PAUSD.

- The core curriculum ensures a sound educational foundation for each student.
- Teachers integrate multiple disciplines and the real world into daily lessons to foster more profound understanding of the subject matter.

Instruction – how we teach – reflects our efforts to meet student needs and accommodate learning styles. Instructional decisions are also based on what we know about child development.

Instructional settings include:

- Direct instruction
- Small group instruction
- Peer tutoring
- Individual instruction
- Self-paced learning

In **mathematics**, all students learn number and operations, geometry and measurement, statistics, probability, patterns and functions, algebra, logic, and discrete math.

In addition, to pencil and paper computation, we teach problem-solving using manipulative devices, calculators, and computers. We integrate and connect math to science, history, writing, literature, and the real world. We encourage multiple problem solving strategies to foster the broadest possible understanding and to acknowledge and accommodate different learning styles. The journey – the process – is as important to us as a correct answer.

Our **language arts** program is balanced, emphasizing reading, speaking, listening, and writing. We use high quality children’s literature to stimulate interest in reading, writing, and thinking. We teach important strategies at all grade levels that enable

students to decode text and draw meaning from the printed page.

Often, the literature we use is integrated with other subjects, especially social studies. We help students move deeply into text, learning to read fiction and nonfiction passages critically. They learn to make important connections with text, to question what they read, and to respond verbally and in writing.

Students at Juana Briones see themselves as authors. **Writer’s workshops** emphasize the notion that student’s lives are fodder for all kinds of rich writing topics. Students learn to web and pre-write, draft, revise, edit, and publish. Writing activity extends across the curriculum.

Our **social studies** program emphasizes connections to the real world and to the past. Exemplary literature helps students develop a keen sense of what life was like in different times and places. Participatory activities, such as simulations, highlight aspects of cultural diversity, civil rights, positive values, and individual responsibility. Themes at the six grade levels include:

- Kindergarten – Learning and Working Now and Long Ago
- Grade 1 - A Child’s Place in Time and Space
- Grade 2 - People Who Make a Difference
- Grade 3 - Bay Area: Continuity and Change
- Grade 4 - California: A Changing State
- Grade 5 - United States History and Geography

Science education occurs in the classroom, our Science Lab, and in our gardens. Life, earth, and physical sciences form a balanced curriculum. We emphasize hands-on science via Foss science kits. Topics include, but are not limited to, geology, machines, ecology, the food chain, chemistry, marine science, and flora and fauna of the Bay Area.

Students visit our new **library** regularly to select books and learn skills from a librarian. Students research, take notes, and write reports on computers. Computers are also clustered in classrooms and used to support writing activity and other curriculum areas.

Gifted and Talented Education (GATE) consists of differentiated instructional practices for qualified students, usually in the 4th and 5th grades.

In differentiating instruction, we provide opportunities that respond to the uniqueness of individual talents, engender enthusiasm for learning, and encourage students to develop their gifts and talents. The general goal is for GATE students to understand the core curriculum in greater depth and complexity.

STUDENT ASSESSMENT

Assessment of students is routine and ongoing. Teachers use multiple measures to assess student performance, including State and District assessment instruments. We value assessments because they guide our instruction and enable us to monitor progress over time.

An important, high stakes assessment is the State’s California Achievement Test 6 (CAT6), which currently assesses standards in reading, language, writing, spelling and math. This rigorous series of tests determines annual yearly progress of students and measures the general academic performance of the school. The 2002 Academic Performance Index for Briones was 839, well above the State’s goal of 800 for every public school. Overall among all elementary schools in California, Briones received a rank of 9 on a 10-point scale. Among schools deemed similar to Briones, the school’s ranking was a 7 on a 10-point scale.

STAR Test Results												
	Reading			Math			Language			Spelling		
Grade	2000	2001	2002	2000	2001	2002	2000	2001	2002	2000	2001	2002
2	77	82	68	86	89	76	76	82	74	72	79	68
3	75	74	86	77	76	84	74	71	86	73	65	81
4	74	82	81	82	85	73	76	79	80	71	85	76
5	70	70	78	76	87	92	74	84	80	70	64	80

SCHOOL FINANCE

PAUSD relies heavily on local income sources, primarily property taxes, building leases, and interest income to fund approximately 80% of its programs. State and federal resources provide additional funds. Funds are allocated to schools for instructional programs and for general operating expenses. Each school determines the specific allocation of its budget to meet its goals and priorities.

In addition to basic funding provided by PAUSD, Juana Briones receives revenue from the state-funded School Improvement Program and the federally-funded Title I program, as well as the PTA. Juana Briones also receives donations and grants. Briones teachers are active grant writers and several applications have been funded by the Palo Alto Foundation for Education.

SUBSTITUTE TEACHERS

PAUSD actively recruits credentialed substitute teachers and maintains a list of more than 150 qualified teachers. To ensure continued high quality substitute teaching, PAUSD pays one of the highest daily rates in the county. The District also provides an orientation program and inservice opportunities for substitutes.

STAFF DEVELOPMENT

The PAUSD Board of Education has made staff development a top priority. Curriculum and instruction are becoming increasingly complex, and staff must be given time to acquire new knowledge and skills to optimize student learning.

Workshops and courses are available after school, during the summer, and on release time. Three non-teaching days were made available for professional growth during the 2002-03 school year.

EVALUATION

The Board of Education believes that the purpose of a comprehensive staff evaluation program is to improve "the quality of teaching and learning through recognition, maintenance, and improvement of staff competency." Permanent certificated employees are formally evaluated at least once every two years. Classified staff are assessed annually or biannually, depending on their placement on the salary schedule. Scheduled and impromptu observations made by the principal, classified supervisors, and central office administrators form the basis of evaluations. Both written and verbal feedback is provided.

Probationary and temporary teachers receive close supervision and support. They are formally observed and evaluated on multiple occasions each year and are provided with verbal and written feedback on their performance. Probationary and temporary teachers participate and receive the support of the state-funded Beginning Teacher Support and Assistance program.

JUANA BRIONES ELEMENTARY SCHOOL
 4100 Orme Street
 Palo Alto, CA 94306
 856-0877 (FAX: 856-3750)

Administration

Gary Dalton Principal
 Maria Eichler Secretary
 Sharon Fisher Clerk
 Denise Sanders O. H. Clerk
 Jack Younkin Head Custodian
 Melvin Ward, Rolito Santos Custodians

Teachers

Grade

Karen Chase/Sandra Nielson
(O.H.) Pre-School/K-1
 Mike Nangle Vision Specialist
 Jill Dinneen K
 Janice Brethauer K
 Kristine Berg K
 Mariellen Klein 1
 Pamela Dappen 2
 Sue Garadis /Susie Deutsch 3
 Tiffany Gore 3
 Kay Canrinus/Dianne Neal 3
 Mary Goodkind 4
 Halimah Van Tuyl 4
 Bruce Antal 5
 Jackie Chow 5
 Beth Mills 5

Support Staff

Laura Losier Librarian
 Gail Joslin Adaptive P. E.
 Janet Lynch-Gillespie Resource Specialist
 Laura Clark Psychologist
 Lee Birdsey ELL
 Anna Rempel Reading Recovery
 Amy Andreasen/ Katrina Gillard
 Speech & Language
 Karen Kessler Science Instructor
 Wendy Parry SPECTRA Art

Campus Supervisors

Nancy Frazier, Enedina Salcedo,
 Sevgi Carefoot,
 Stephanie Langley, Candy Cunha

PTA President

Heidi Stein/Lynn Kidder

Site Council Members

Suzanne McKenna Mary Goodkind
 Jake Hartinger Halimah Van Tuyl
 Rachel Paley Jill Dinneen
 Robin Boselli-Kao Sue Garadis
 Wendy Cornish Gary Dalton

Average Salaries, Budget Percentages, and Expenditures Per Student

2001-2002 Comparison

	PAUSD	State*
Beginning Teacher Salary	\$43,400	TBD
Mid-range Teacher Salary	\$65,253	TBD
Highest Teacher Salary	\$87,641	TBD
Principal's Average Salary	\$113,413	TBD
Superintendent's Salary	\$202,948	TBD
Expenditure per Student	\$10,320	—
% of Budget for Teacher Salaries	47.14%	TBD
% of Budget for Administrators	5.31%	TBD

* Other Unified Districts between 5,000-9,999 ADA only.