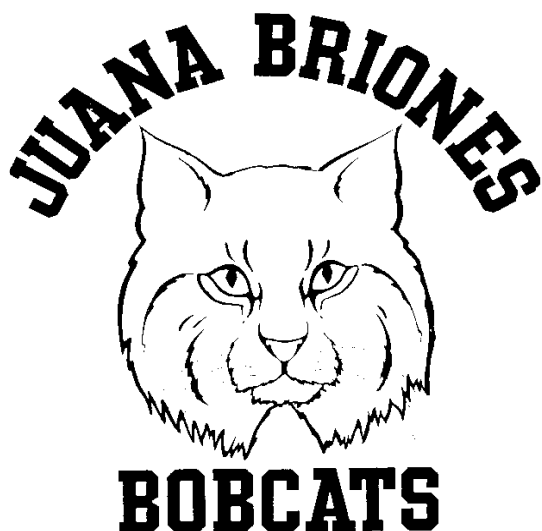


Juana Briones Elementary School

Report to the Community 2003-2004



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 2003-04 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 individual 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 and special 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 Program tutors who provide reading support;
- A teaching librarian who emphasizes the use of technology;
- Writers workshops where students become authors;
- Student Council Action Committees where students learn democracy and empowerment;
- Performing arts and spirit assemblies.

SCHOOL PROFILE

Juana Briones Elementary School is a neighborhood school of exceptional economic diversity. Families sending children to our school come from all walks of life, including Silicon Valley and Stanford University. The school also reflects the international flavor evident in greater Palo Alto. Among its 275 students, 20 countries are represented and 14 foreign languages are spoken. This mix of nationalities enhances our global awareness and cultural sensitivity.

During the 2003-04 school year, the ethnic makeup of Juana Briones was:

White	Hispanic	Asian	Black	Other
52%	16%	19.6%	7%	5.4%

Juana Briones is home to students who face orthopedic and visual challenges. Six of these students were mainstreamed or included in general education classes during the academic year. These students teach us important lessons about patience, perseverance, and diversity.

During 2003-04, K-3 class enrollment did not exceed 20:1. Grade 4-5 enrollment did not exceed 21:1 students.

INSTRUCTIONAL STAFF

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

In 2003-04, the staff included 15 general education teachers in kindergarten to fifth grade. Special education services were provided by a resource specialist, two speech and language therapists, two special day class teachers for the orthopedically and visually challenged. A librarian, a psychologist, an English Language Learner teacher, a reading specialist, a SPECTRA art teacher, a science instructor, two P.E. specialists, and six music teachers also enriched the lives of students and supported basic classroom programs.

SCHOOL GOALS

- 90% of students who have attended Juana Briones for the last three years will be reading, writing, and performing in math at or above grade level.
- School climate and educational outcomes will be improved for under-represented minorities, resulting in a reduction of 25% in the achievement gap.

LOOKING AHEAD TO 2004-2005...

- Ensure a high level of academic growth and achievement and appropriate level of challenge for all students so that every student makes at least a year's growth.
- Close the achievement gap among students in different racial/ethnic groups by 20% each year.
- Enhance instructional differentiation to meet individual student needs.

SPECIAL STUDENT SUPPORT SERVICES

Special services are varied and are designed to meet the needs of individual students.

- English Language Learners (ELL) receive the support of a specially trained English teacher. Some of these students also receive classroom support from native-language tutors who help make classroom work and activities understandable. During the 2003-04 school year, the Juana Briones student body included 73 ELL. Languages represented included Spanish (28), Mandarin (12), Korean (7), Japanese (7), Hebrew (7), Russian (3), French (2), Tongan (2), German (1), Farsi (1), Vietnamese (1), Swedish (1), Taiwanese (1), and Cantonese (1).
- 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.
- A Student Study Team (SST) comprised of teachers, parents, the principal, and specialized support staff work cooperatively to identify strategies for students who might 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 visit the school weekly to spend time with individual students whom teachers have identified as needing special attention. Students improve thanks to volunteer support.
- 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. Twenty-four Juana Briones students attended various Academy sessions during the 2003-04 year.

INSTRUCTIONAL MINUTES

All elementary schools must establish daily bell schedules to accumulate the annual number of required instructional minutes mandated by State law. 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 2003-04 school year, and 3) the projected number of minutes for the 2004-05 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.

Grade	State Minimum Yr.	Juana Briones 2002-2003	Juana Briones 2003-2004
K	36,000	43,620	43,520
1-3	50,400	53,280	54,180
4-5	54,000	55,560	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 basic rules. Staff members are vigilant on the playground 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 during 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 Managers, 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 experience.

Students learn democratic principals and activism through Action Committees. Unlike traditional student council models, membership in Action Committees is open to all students. The Buddies & Bridges Committee concerns itself with enhancing meaningful connections between students. The Green Team takes the lead in environmental issues, including the school's recycling and garden programs. The Remodeling Recess Committee seeks ways to improve the quality of recess activity and involvement.

During the 2003-04 year, 3 students were suspended from school for a total of 13 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. Volunteerism in support of educational programs is essential. Simulations, field trips, and overnight excursions would be impossible without parent support.

The Juana Briones PTA is very active and sponsors social events, parent education, and fund-raising activities. Annual events and gatherings include the First Day Coffee, the New Parents Potluck, the Harvest Festival & Silent Auction, the Ice Cream Social, and Ability Awareness Week. During the 2003-04 school year, PTA funds augmented funding for classroom aides, an art specialist, a science teacher, instructional materials, 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 PAUSD content standards aligned with State and District standards and assessments.

- 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 and individual students.

Instructional settings include:

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

A **Gifted and Talented Education (GATE)** program for 4th and 5th grade students consists of differentiated instructional practices for qualified students. However, the Juana Briones staff believes that every child brings unique and special gifts and talents and that must be acknowledged, nurtured, and enhanced. Teachers strive to provide stimulating subject matter and learning vehicles to capture the imaginations of all children on a daily

basis in all areas of the curriculum. Examples of differentiated instruction are generally embedded in the following areas of the curriculum.

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 hands-on supplies and materials (manipulatives), 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 students' lives are rich sources for all kinds of writing topics. Students learn to web and pre-write, draft, revise, edit, and publish. Students are exposed to a variety of writing genre, both prose and poetry. Writing activity also 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 (Rancho Days, Colonial Williamsburg, the famous composer and artist studies, etc.), highlight aspects of history, cultural diversity, civil rights, positive values, and social 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. Fifth graders even dissect a sheep's heart.

Students visit our **library** regularly to select books and learn skills from a true librarian. Students use a variety of media to research, take notes, and write reports. Computers are also clustered in classrooms and used to support writing, research activities and other curriculum areas.

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.

Important State-mandated assessments include the California Achievement Test 6 (CAT6) and the California Standards Tests (CST), which assess student performance in reading, language, writing, spelling and math. These rigorous tests measure the progress of students and the overall effectiveness of the school's academic program. The State's accountability measure, the Academic Performance Index (API), uses results from the state-mandated STAR testing program to rank all California public schools. The 2003 Base API for Juana Briones is 847, well above the State's goal of 800. On a scale of 1 to 10, Juana Briones ranks 9 in comparison with schools statewide.

Briones STAR Test Results, 2002 and 2003												
Grade	SAT9 2002			CAT6 2003			CST 2002			CST 2003		
	PR	%≥ 50	%≥ 75	PR	%≥ 50	%≥ 75	% Prof	% Adv	% Both	% Prof	% Adv	% Both
	Reading						English/Language Arts					
2	68	70	39	71	74	37	24	24	48	37	26	63
3	86	93	60	79	73	38	29	39	68	31	27	58
4	81	82	61	83	74	51	32	30	62	23	49	72
5	78	87	55	70	60	47	35	23	58	33	27	60
	Math						Mathematics					
2	76	76	50	91	79	63	26	26	52	26	53	79
3	84	93	60	90	88	57	35	39	74	33	43	76
4	73	72	49	87	83	69	21	25	46	14	54	68
5	92	97	82	86	71	38	35	25	60	42	31	73

"PR" refers to the national percentile rank of the average student. This table shows the % of students scoring at or above the 50th and 75th PRs.

"CST" refers to the California Standards Test. This table shows the % of students scoring Proficient and Advanced.

Extensive test results are available by school on the California Department of Education website under "STAR" at www.cde.ca.gov.

NOTE: SAT9 and CAT6 test scores are not comparable. Statewide and Districtwide, 2003 CAT6 scores are generally lower than 2002 SAT9 scores.

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

When a teacher is absent, we draw from a district-maintained list of over 200 qualified teachers. Competitive pay and in-service opportunities for our substitute teachers help ensure a quality teaching experience even in the absence of the regular classroom teacher.

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 2003-04 school year.

EVALUATION

The Board of Education believes that the purpose of a comprehensive staff evaluation program is “improvement of 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 employees 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.....OH Preschool/K-1
 Jennifer Dorwin/
 Michele Daly.....Vision Specialist
 Jill Dinneen.....K
 Janice Brethauer.....K
 Allison DeVoe.....K
 Kristine Berg.....1
 Mariellen Klein.....1
 Pamela Dappen.....2
 Sue Garadis/Susie Deutsch.....2
 Tiffany Gore.....3
 Kay Canrinus/Dianne Neal.....3
 Laurie Levy.....3
 Mary Goodkind.....4
 Beth Mills/Kim Norgaard.....4
 Jackie Chow.....4
 Halimah Van Tuyl.....5
 Bruce Antal.....5

Support Staff

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

Campus Supervisors

Nancy Frazier, Enedina Salcedo,
 Sevgi Carefoot,
 Stephanie Langley, Alex Joshi,
 and Candy Cunha

PTA President

Debbie Sutherland/Suzanne McKenna

Site Council Members

Rachel Paley Mary Goodkind
 Robin Boselli-Kao Halimah Van Tuyl
 Dale Reynolds Jill Dinneen
 Peter Kidder Kristine Berg
 Emmy McCormack Gary Dalton

Average Salaries, Budget Percentages, and Expenditures Per Student

2001-2002 Comparison*

	PAUSD	State
Average Teacher Salary	\$67,976	\$54,013
Principal's Average Salary	\$117,622	\$88,931
Superintendent's Salary	\$202,948	\$129,560
Expenditure per Student	\$10,320	\$6,770
% of Budget for Teacher Salaries	47.43%	---
% of Budget for Administrators	5.74%	---

* Based on most current data from State.