

Paso Verde

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education *Published during the 2018-19 School Year

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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.

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Natomas Unified
Phone Number	(916) 567-5400
Superintendent	Chris Evans
E-mail Address	cevens@natomasunified.org
Web Site	http://natomasunified.org

School Contact Information (School Year 2018—19)	
School Name	Paso Verde
Street	3800 Del Paso Rd.
City, State, Zip	Sacramento, Ca, 95834-2599
Phone Number	916-567-5810
Principal	Tonja Jarrell, Principal
E-mail Address	tjarrell@natomasunified.org
Web Site	http://natomasunified.org/pvs
County-District-School (CDS) Code	34752830135194

Last updated: 11/30/2018

School Description and Mission Statement (School Year 2018—19)

Paso Verde School is the newest TK-8 school in the Natomas Unified School District. PVS opened in August 2016 with TK-5th grade students in the Westlake area of Natomas. Paso Verde School is in its second year and has now added 6th grade. PVS' instructional framework is built on International Baccalaureate and STEAM. Our program is focused on developing global minded thinkers through concept based instruction grounded in an inquiry approach. PVS maintains a community of families and faculty committed to student growth both social emotionally and academically.

PVS Purpose

Paso Verde School, in partnership with its scholars, families, NUSD, and surrounding community will understand their impact on the global community and share active responsibility to create a sustainable world.

PVS staff inspire scholars to learn through making mistakes while encouraging a commitment to lifelong learning. As a result, PVS students are inspired to take ownership and are active participants in their own learning.

We prepare students for success as innovators through curriculum that is relevant, responsive, and dynamic.

PVS Mission

Paso Verde School inspires globally minded leaders through academic excellence. We envision PVS as a community institution providing a foundation for our graduates to take leadership roles and compassionately respond to the needs of our global community.

PVS Motto

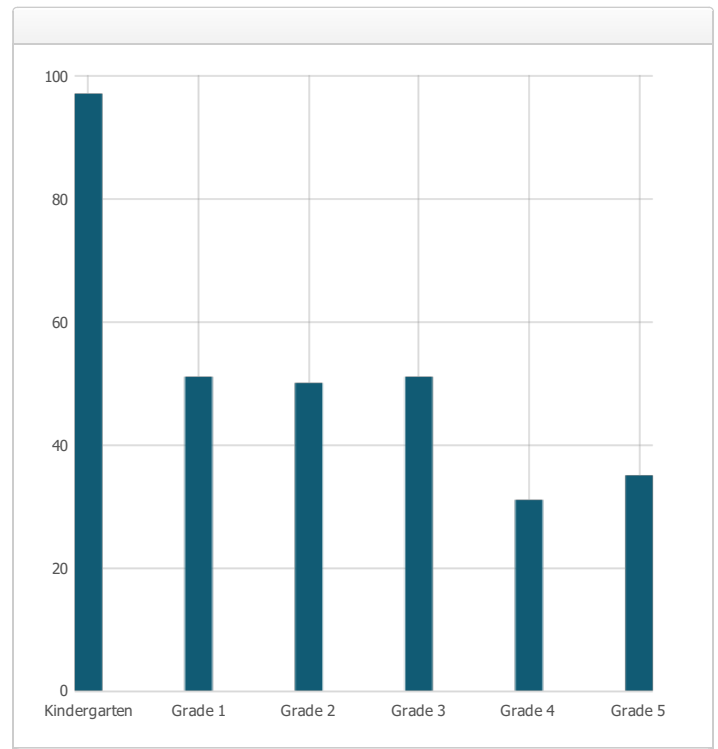
Learn. Lead. Succeed.

Last updated: 12/7/2018

Student Enrollment by Grade Level (School Year 2017—18)

No enrollment data for 2016-2017. Paso Verde School opened Fall 2017.

Grade Level	Number of Students
Kindergarten	97
Grade 1	51
Grade 2	50
Grade 3	51
Grade 4	31
Grade 5	35
Total Enrollment	315



Last updated: 12/6/2018

Student Enrollment by Student Group (School Year 2017—18)

No enrollment data for 2016-2017. Paso Verde School opened Fall 2017.

Student Group	Percent of Total Enrollment
Black or African American	18.1 %
American Indian or Alaska Native	1.0 %
Asian	12.4 %
Filipino	6.7 %
Hispanic or Latino	20.6 %
Native Hawaiian or Pacific Islander	0.6 %
White	27.3 %
Two or More Races	13.0 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	35.6 %
English Learners	11.4 %
Students with Disabilities	10.5 %
Foster Youth	%

A. Conditions of Learning

State Priority: Basic

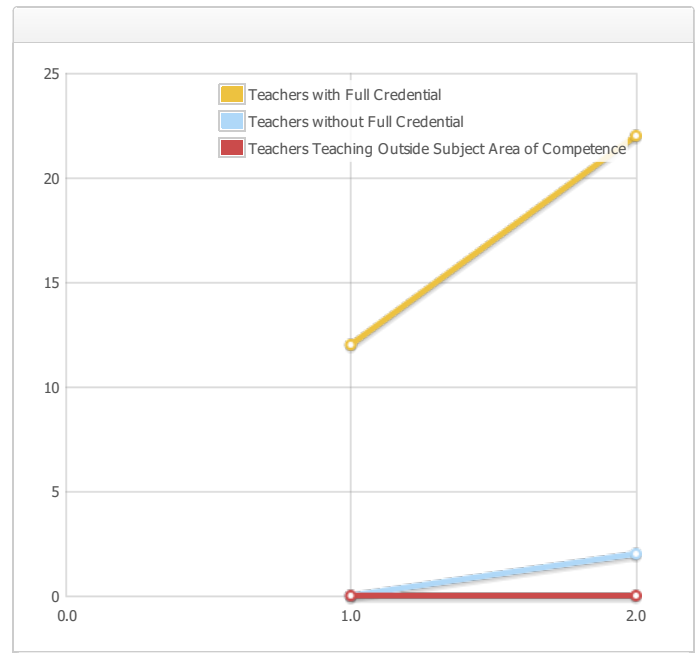
The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- 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

No teacher credential data for 2015-2016 or 2016-2017. Paso Verde School opened Fall 2017.

Teachers	School 2016—2017	School 2017—2018	School 2018—2019	District 2018—2019
With Full Credential		12	22	512
Without Full Credential		0	2	28
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	0

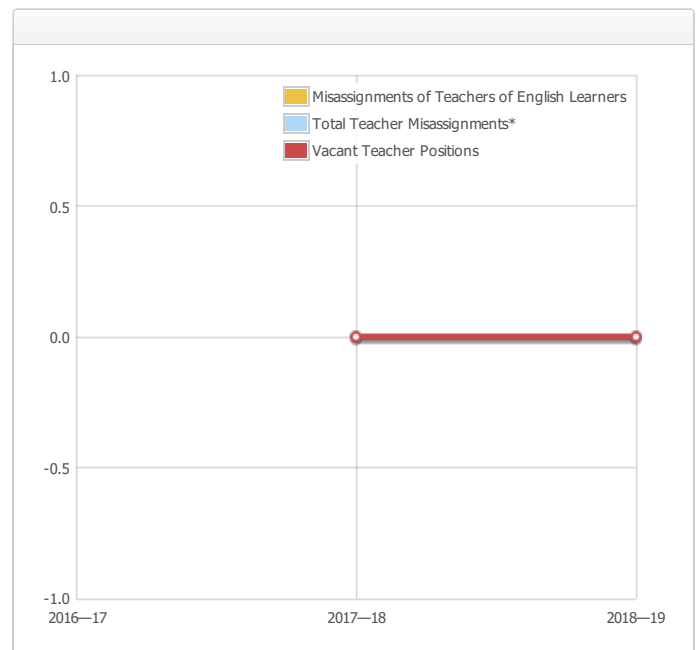


Last updated: 12/27/2018

Teacher Misassignments and Vacant Teacher Positions

No teacher misassignments data for 2015-2016 or 2016-2017. Paso Verde School opened Fall 2017.

Indicator	2016—2017	2017—2018	2018—2019
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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.

Last updated: 12/27/2018

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

Natomas Unified held a public hearing on September 26, 2018 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected: September 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders - McGraw Hill / 2016 Study Sync - McGraw Hill / 2016	Yes	0.0 %
Mathematics	Go Math - Houghton Mifflin / 2015	Yes	0.0 %
Science	California Science - Pearson / 2008 Holt Science - Holt, Rinehart & Winston / 2001	Yes	0.0 %
History-Social Science	Reflections - Harcourt / 2007 Discovering Our Past - Glencoe / 2007	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/21/2018

School Facility Conditions and Planned Improvements

Construction of this campus was completed in 2008 and consists of 9 permanent classrooms, 22 portable classrooms, an administration office, multipurpose room, kitchen, library and 4 sets of restrooms. In the summer of 2017, all classrooms were updated with new carpet, interior paint, televisions, and ceiling tiles. Additionally, all of the exterior buildings were repainted, a new outdoor garden installed, and playground was repainted.

The school site is in good repair with no major safety or maintenance issues reported.

This site has 2 full time custodial staff members.

A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

CLASSROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- Wastebaskets, paper shredder receptacles, and pencil sharpeners should be empty.
- Wastebasket liners should be clean and free of tears.
- Easily accessible tops of desks, shelves, and other furnishings should be dust-free.
- Doors, door frames, door glass, partition glass, and light switch plates should be free of handprints, dirt, and smudges.
- Window ledges should be reasonably free of dust and debris.
- Easily accessible carpet and/or floor areas should be free of dust, dirt, and debris.
- Difficult areas should be reasonably or somewhat free of dust and dirt.
- All carpet and/or floor areas should be free of dust, dirt, debris, gum, and stains.
- Air intake and exhaust vents or registers should be reasonably free of dust.
- No lights should be burned out.
- Lower, easily accessible windows should be reasonably free of dirt and spots.
- Window blinds should be reasonably dust-free.
- Wash whiteboard and bulletin boards.

OFFICE, CONFERENCE, AND STAFF ROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- Wastebaskets, paper shredder receptacles, and pencil sharpeners should be empty.
- Wastebasket liners should be clean and free of tears.
- Easily accessible tops of desks, shelves, and other furnishings should be dust-free.
- Difficult areas should be reasonably or somewhat dust-free.
- Telephones should be free of hand marks and oil.
- Reception or service countertops should be free of marks, handprints, and dust.
- Doors, door frames, door glass, partition glass, and light switch plates should be free of handprints, dirt, and smudges.
- Window ledges should be reasonably free of dust and debris.
- Easily accessible carpet and/or floor areas should be free of dust, dirt, and debris.
- Difficult areas should be reasonably or somewhat free of dust and dirt.
- All carpet and/or floor areas should be free of dust, dirt, debris, gum, and stains.
- Air intake and exhaust vents or registers should be reasonably free of dust.
- Magazines, books, and informational pamphlets in waiting areas should be arranged in a neat and orderly fashion.
- No lights should be burned out.
- All drinking fountains and sinks should be free of dirt, debris, calcium spots, or build-up. Fixtures should shine.

- Thresholds and entry areas should be free of dirt and dust.
- Conference tables should be free of marks and smudges. Tops should shine.
- High or difficult to dust areas should be reasonably or somewhat dust-free.
- Lower, easily accessible windows should be reasonably free of dirt and spots.
- Window blinds should be reasonably dust-free.
- Upholstered furniture should be free of dust and stains.

SHOP AND ART ROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- All pencil sharpeners should be empty.
- Wastebaskets and trash cans should be empty, and trash liners should be without tears and soil-free.
- The area around wastebaskets and trash cans should be free of dirt, grease, paint, and marks.
- Sinks, faucets, and easily accessible surrounding areas should be free of dirt, stains, grease, paint, and debris.
- Sinks and faucets should be reasonably shiny.
- Towel and soap dispensers should be reasonably full (at least enough supply for the next school day).
- Dispensers should be free of dirt, dust, prints, grease, paint, and marks.
- All easily accessible horizontal surfaces should be reasonably dust-free. It should be noted that shop equipment is maintained by students and teaching staff.
- All accessible floor areas should be free of dirt, dust, grease, paint, and debris, including the edges, corners, and areas around desks, chairs, and benches.
- All floor areas should be free of chewing gum.
- All floor areas should be free of spills and spots.
- Doors, door frames, light switch plates, cabinets, and the area around the pencil sharpeners should be free of dirt, prints, marks, grease, and paint.
- White boards should be free of chalk dust.
- Thresholds and entryways should be free of dirt, dust, and debris.
- All air intake and exhaust vents and registers should be reasonably free of dust.
- All lights should be working. There should be no flickering lights.
- If requested or scheduled, the chalkboard should be free of writing, chalk dust, and handprints.
- All lower, easily accessible window ledges should be free of dust, dirt, and dead insects.
- All lower, easily accessible windows should be reasonably clean.
- High or difficult to reach areas should be somewhat dust-free.

SIDEWALKS, WALKWAYS, RAMPS, STEPS, AND OTHER AREA CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- These areas should be free of trash and debris.
- These areas should be reasonably free of gum.
- These areas should be reasonably free of stains and spills.
- The edges and corners of buildings and raised walkways should be reasonably free of dirt, sand, dead grass, and debris.
- The areas under open ramps should be somewhat free of debris.
- Easily accessible areas under ramps should be free of paper and trash.
- Areas adjacent to closed ramps should be free of trash, dirt, and debris.
- Steps should be free of trash, dirt, and debris. Corners and edges of steps should be free of build-up.

CAFETERIA CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

- Trash/Recycling cans should be empty, re-lined with new liners, and free of stains, liquid, and debris inside and out.
- Cafeteria tabletops should be free of food, liquid, and debris.
- Table frames should be reasonably free of dust, stains, and marks.
- The walls should be free of food, liquid, stains, handprints, and marks.
- All accessible floor areas should be free of food, liquid, debris, and dirt. Floors should be free of haze and mop-stroke marks. There should be a reasonable shine to the floor.
- The edges and corners of floors should be free of any dust, dirt, or buildup.
- The drinking fountains, fixtures, and surrounding wall area should be free of dust, dirt, stains, marks, and debris. Drinking fountains and fixtures should be reasonably shiny.
- Stage floors, steps, and handicap lift should be free of dirt, food, trash, debris, and liquid.
- Doors, door frames, switch plates, and surrounding areas should be free of handprints, marks, and dirt.
- Partitions and door glass should be free of handprints, marks, smudges, food, and liquid.
- All lights should be working. There should be no flickering lights.
- All exit lights should be operational.
- Thresholds and entry areas should be free of dirt, dust, and stains.
- There should not be any gum or buildup in these areas.
- Air intake and exhaust vents should be reasonably dust free.

Last updated: 1/30/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: August 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: August 2018

Overall Rating	Exemplary
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Last updated: 1/30/2019

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.

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

No CAASPP Test Results for 2015-2016 or 2016-2017. Paso Verde School opened Fall 2017.

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
English Language Arts / Literacy (grades 3-8 and 11)		57.0%		44.0%		50.0%
Mathematics (grades 3-8 and 11)		52.0%		32.0%		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.

Last updated: 1/30/2019

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	119	99.17%	57.14%
Male	70	69	98.57%	53.62%
Female	50	50	100.00%	62.00%
Black or African American	27	26	96.30%	46.15%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	23	23	100.00%	47.83%
Native Hawaiian or Pacific Islander	--	--	--	
White	36	36	100.00%	61.11%
Two or More Races	20	20	100.00%	60.00%
Socioeconomically Disadvantaged	48	48	100.00%	37.50%
English Learners	11	11	100.00%	36.36%
Students with Disabilities	16	15	93.75%	20.00%
Students Receiving Migrant Education Services				
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.

Last updated: 1/10/2019

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	120	119	99.17%	52.10%
Male	70	69	98.57%	56.52%
Female	50	50	100.00%	46.00%
Black or African American	27	26	96.30%	15.39%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	23	23	100.00%	52.17%
Native Hawaiian or Pacific Islander	--	--	--	
White	36	36	100.00%	69.44%
Two or More Races	20	20	100.00%	55.00%
Socioeconomically Disadvantaged	48	48	100.00%	35.42%
English Learners	11	11	100.00%	27.27%
Students with Disabilities	16	15	93.75%	13.34%
Students Receiving Migrant Education Services				
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.

Last updated: 1/10/2019

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

California Physical Fitness Test Results (School Year 2017—18)

No PFT data for 2016-2017. Paso Verde School opened Fall 2017.

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	28.6%	28.6%	14.3%

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.

Last updated: 1/28/2019

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)

There are many outlets for family involvement at Paso Verde School. PVS has a very involved community and encourages involvement in all aspects of our school. At PVS families are invited to attend and be involved actively in a variety of events, committees, and fundraisers to support our scholars. Our families maintain an active Facebook page, Paso Verde Parents, all families are encouraged to join our page. At PVS we seek parent voice, for example, we have created an online Suggestion Box on our website and this year as we implemented Student Led Conferences we surveyed families about their ideas and preferences. Please see the school website for a detailed calendar and contact information: <https://natomasunified.org/pvs/> We appreciate all family involvement and encourage community building among our families.

Opportunities include but are not limited to:

-PTA member, Executive Board, Committee Head

-Java with Jarrell

-Room Parent: volunteer, field trips, PTA liaison

-Art Docent

-Edible School Yard Team

-Garden and Kitchen Class Green Team

-Enrichment Volunteer

-Classroom Volunteer

-Athletic Coach

-Parent Workshops

-IB Advisory Council

-School Site Council

-ELAC

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

State Priority: School Climate

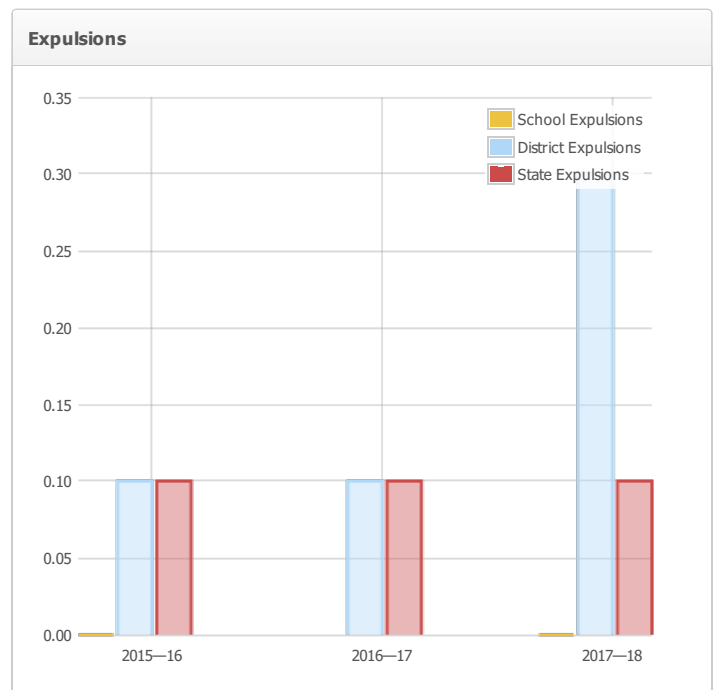
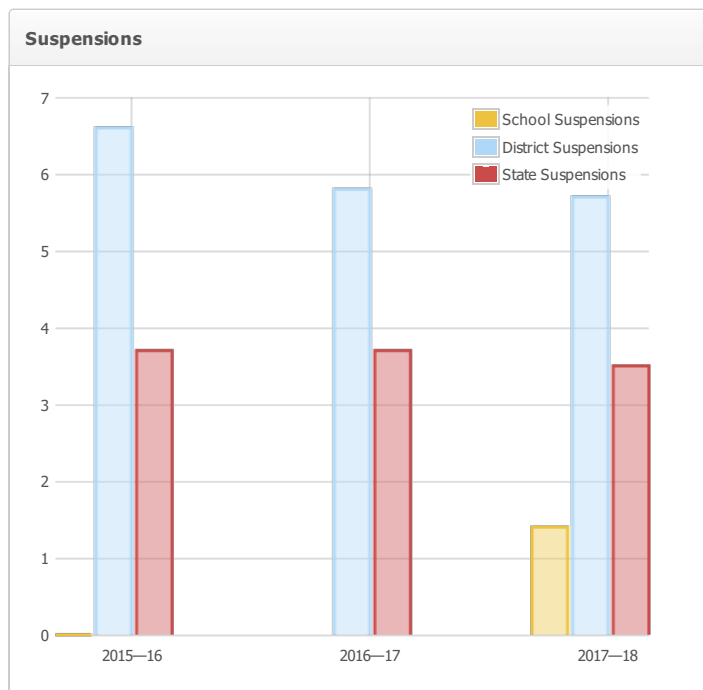
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

Suspensions and Expulsions

No suspension or expulsion data for 2014-2015, 2015-2016, or 2016-2017. Paso Verde School opened Fall 2017.

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	--	1.4%	6.6%	5.8%	5.7%	3.7%	3.7%	3.5%
Expulsions	--	--	0.0%	0.1%	0.1%	0.3%	0.1%	0.1%	0.1%



Last updated: 12/27/2018

School Safety Plan (School Year 2018—19)

The Paso Verde School comprehensive School Safety Plan is in compliance with NUSD Board Policy and Senate Bill 187. The plan was developed with parent input and reviewed by School Site Council, ELAC, and faculty. The PVS School Safety Plan was most recently approved as a draft by the faculty and School Site Council in October 2018 and by the NUSD Board of Trustees.

In accordance with NUSD policy our safety plan outlines procedures for fire drills and emergencies, campus intruder/lock down drills, threat response actions and flood/earthquake preparedness. We will continually work to refine our practices, response times, and communication. In addition, we have worked to create an environment that is proactive in ensuring student safety through school-community involvement. Further, in alignment with MTSS, PVS also offers student support groups (social and behavioral) with our school psychologist and Speech Therapist that are open to students on an as needed basis. Our team developed a PVS PBIS Matrix to ensure that behavior expectations are fairly and consistently communicated and enforced, and that we reinforce positive behavior by focusing on Learner Profiles and reward scholars with scholar dollars, the Golden Puma and other awards for making positive decisions socially and academically. PVS Faculty use Positive Action to teach emotional regulation, restorative practices, and reinforce scholars' social emotional development goals.

Last updated: 12/7/2018

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.

No average class size data for 2014-2015, 2015-2016, or 2016-2017. Paso Verde School opened Fall 2017.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.0		4	
1	26.0		2	
2	25.0		2	
3	26.0		2	
4	31.0		1	
5	35.0			1
6				
Other**				

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017—18)

No academic counselor and other support staff data for 2016-2017. Paso Verde School opened Fall 2017.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	N/A

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

*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.

Last updated: 12/28/2018

Types of Services Funded (Fiscal Year 2017—18)

Paso Verde School serves our scholars' diverse needs in the classroom and out. We offer WINquiry across classrooms and grade levels to ensure differentiated instruction. Through WINquiry we provide intervention, acceleration, and English Language Development. PVS offers all scholars Spanish as part of their regular instructional day in addition to gardening and kitchen classes as part of Personal, Social, and Physical Education (PSPE).

Our faculty provide a learning center model with inclusive practices as well as speech services. Our mental health team includes a Psychologist, teacher, and two interns who offer student groups that support scholars with identified needs such as anxiety, emotional regulation, or grief.

Paso Verde School participates in free and reduced lunch and the after school supper program for all scholars.

Last updated: 12/7/2018

Professional Development

Paso Verde School boasts a faculty of committed and innovative teachers and instructional aides. Our site has five school goals for 2017-2020:

1. Highest performing school in CORE database
2. IB World School with inquiry-driven, concept based integrated instruction
3. Demonstration site of data informed instruction
4. Retaining talented faculty who feel efficacious and a high degree of job satisfaction
5. Student responsive culture that promotes self-reflection, metacognition, and ownership of learning

Our professional development is targeted in three areas based on research and NUSD and PVS student data:

- Clearly stated and measurable objectives aligned to your Unit of Inquiry.
 - Can your scholars communicate the KUD?
 - Is there a tight match between the KUD and the learning task in the classroom?
- Continuous and differentiated checks for understanding.
 - How well do you give replicable feedback aligned to your KUD?
 - Do you develop KUD aligned questions that scaffold based on students' needs?
- Structures for student interaction.
 - Do you have frequent processes that facilitate student self-reflection
 - How are you scholars monitoring their progress towards mastery?
 - In what variety of ways do your scholars give peer feedback?

In order to meet our goals, PVS faculty redesigned our master schedule to support grade level collaboration during the day. Each grade level has a minimum of two hours each week during the day for collaboration. Site teams utilize grade level collaboration meetings to align instruction to Common Core Standards, Next Generation Science Standards, analyze assessment data, develop and reflect on International Baccalaureate Units of Inquiry with integrated STEAM lessons. Our teachers across the TK-6 grade span use this time to develop lessons and common formative assessments as PVS faculty are committed to formative learning targets that promote differentiation for students to maintain a trajectory of continual growth. Planning for enrichment and intervention may include reteaching, establishing new intervention groups during WINquiry (the PVS What I Need Time that is inquiry based), or supporting specific students during our Extended Day and Enrichment programs. Additionally, PVS has one district wide professional development day, five early release professional development days, and each

Wednesday after school for professional learning opportunities. Paso Verde School offers multiple types of opportunities for our faculty to develop their practice and grow as educators by engaging them in the cycle of continuous learning with practice and reflection. Our team is committed to collaboration, self-reflection, and aligning instructional practices to cultivate a culture of learning for improved student outcomes. In addition to site driven learning, PVS faculty has access to NUSD teachers on special assignment (TOSAs) for job embedded professional development. Further, all PVS certificated staff receive ongoing professional learning from International Baccalaureate and educational conferences such as subject matter projects, edible schoolyard projects, and STEAM. This collaboration and professional development is supported in the classroom with consistent walkthroughs and formal observation feedback by site administrators. PVS faculty also provides monthly opportunities for teachers to observe each other and engage in reflective dialogue on the implementation of the NUSD Aligned Instructional System.

Last updated: 1/30/2019