

## Los Paseos Elementary

### California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/k/>.
- 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](#) 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 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Morgan Hill Unified
Phone Number	(408) 201-6023
Superintendent	Steve Betando
E-mail Address	<a href="mailto:betandos@mhusd.org">betandos@mhusd.org</a>
Web Site	<a href="http://www.mhusd.org">www.mhusd.org</a>

School Contact Information (School Year 2017-18)	
School Name	Los Paseos Elementary
Street	121 Avenida Grande
City, State, Zip	San Jose, Ca, 95139-1107
Phone Number	408-201-6420
Principal	Debbie Stewart, Interim Principal
E-mail Address	<a href="mailto:stewartd@mhusd.org">stewartd@mhusd.org</a>
County-District-School (CDS) Code	43695836095392

*Last updated: 11/29/2017*

## School Description and Mission Statement (School Year 2017-18)

Los Paseos has served students in the suburban South San Jose area of the Morgan Hill Unified School District since 1975. The student and staff population reflect Silicon Valley's economic and ethnic diversity, including physical and social complexities. Los Paseos fosters an inclusive environment of supporting students with special learning and therapeutic needs in grades TK-Fifth Grade. Our campus climate facilitates awareness and acceptance, both of which help all students build character. Panther students of all ages are challenged to display their personal best in pursuit to achieve academic excellence.

### Vision and Mission Statement:

#### ACHIEVE

We know that all students can achieve their personal best through PAWS expectations of being Peaceful, Aware, Wise and Safe on campus.

#### BELIEVE

We believe that all students can make positive contributions to society, and it is our moral imperative to tap into each individual's potential.

#### CULTIVATE

We cultivate 21st century skills and encourage our students to persevere.

#### STRIVE

We strive to help our students become compassionate and confident in an ever-changing world.

Los Paseos staff members work collaboratively to provide our students the best education possible based on the Common Core Standards. Staff members are proud to have added a Transitional Kindergarten class to campus last year, providing students who meet the age criteria an opportunity to be immersed in a language-rich environment while enriching social and emotional skills will better prepare students to be successful in Kindergarten and beyond. Grade level teams work together weekly to plan instruction, enrich reading opportunities, develop lessons to increase number sense in mathematics, and differentiate curriculum to best support student learning styles. Best practices include sharing student engagement strategies, Guided Language Acquisition Design (GLAD) strategies, and teacher peer observations and mentoring. We believe that joyful and passionate teaching results in engaged learners, increasing their capacity to retain and expand information.

This is the second year that Los Paseos have implemented a school-wide extended day program called "ASEP" or After School Enrichment Program. Targeted students include 1st through 5th grade students who are performing below grade level. The ultimate goal is to help these students overcome any academic hurdles preventing them from successfully meeting their grade level standards. In English Language Arts, focus skills include phonics, sight words, comprehension, main ideas, predicting, fluency, summarizing, figurative language, and making inferences. In Math, focus skills include math fact fluency, place value, regrouping (addition & subtraction), multiplication, division, fractions, geometry, and measurement. In writing, the area of focus includes grammar, sentence structure, and paragraph writing. The ASEP team discusses goals with each grade level team to ensure that students are working towards meeting the standards currently being taught in the classroom. In addition, the team will be reviewing and strengthening skills that were previously taught but may not have been mastered during previous years.

Los Paseos offers a wide-range of enrichment opportunities for our students which are funded by the Home & School Club. Khoa Nguyen or "Coach Khoa", from One Yard, is the school coach who helps to promote good sportsmanship and facilitates physical activity instruction during recesses, lunches, and individual classes weekly. He also has a variety of enrichment after school activities offered during the school year. A new addition to Los Paseos this year is a dance and music production class led by instructor Mr. Xavier Viramontez, from Troubadour Beat Lab. Dance styles included swing, line, merengue, waltz, and more! Mr. X visits Los Paseos weekly to teach dance to all students. Many grade levels schedule on-site science classes throughout the year. Our GATE club offers amazing classes that students can attend afterschool, including STEM and art enrichment classes. Our 5th grade students attend Science Camp in December.

The Los Paseos Home and School Club also supports many of the enrichment opportunities for students and supports specific financial needs. Great effort is put forth all year to raise funds that support field trips, assemblies, and classroom supplies for our students. The Home and School Club also runs our Books and

Beyond program, aimed at encouraging students to read. Students earn a chance to "shop" at our Books and Beyond "store". Each classroom has a Home and School Club representative, or Room Parent, that works as a liaison between the parents and the Home and School Club.

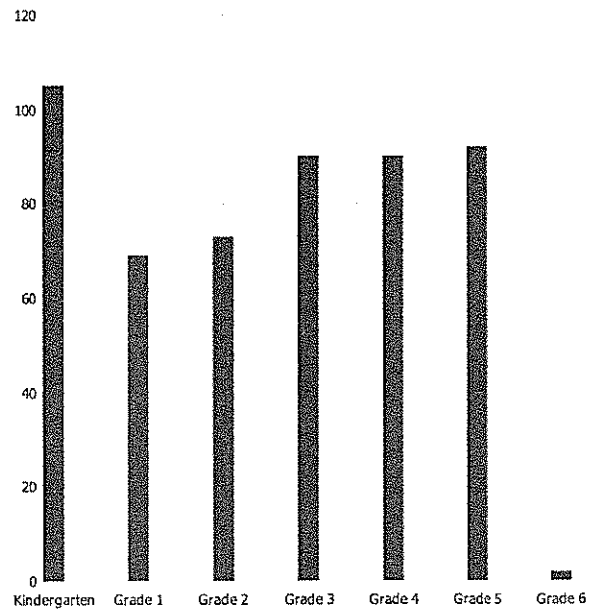
Panther Pride is abundant at Los Paseos. We have monthly Friday assemblies where our school wide Panther Rap is chanted. These assemblies are led by the student council, which is comprised of 4th & 5th graders led by teacher Hiary Montgomery. Our safety patrol takes great pride in greeting cars and assisting in opening doors every morning. Many staff members have been formally trained in Project Cornerstone which focuses on supporting and building developmental assets in children. Additionally, Los Paseos staff and students participate in PBIS (Positive Behavior Interventions and Supports), which helps to provide all students strategies on helping themselves and others. Counseling and social emotional support for students and families is available through our strong partnership with Discovery Counseling. This school year, we are lucky to have three counselors working with Los Paseos students weekly.

*Last updated: 1/17/2018*

## Student Enrollment by Grade Level (School Year 2016-17)

Kindergarten numbers reflect combined totals for Kindergarten and Transitional Kindergarten.

Grade Level	Number of Students
Kindergarten	105
Grade 1	69
Grade 2	73
Grade 3	90
Grade 4	90
Grade 5	92
Grade 6	2
<b>Total Enrollment</b>	<b>521</b>



Last updated: 12/18/2017

## Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	1.0 %
Asian	12.3 %
Filipino	4.2 %
Hispanic or Latino	46.6 %
Native Hawaiian or Pacific Islander	0.6 %
White	25.9 %
Two or More Races	5.6 %
Other	1.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	31.1 %
English Learners	17.7 %
Students with Disabilities	12.9 %
Foster Youth	0.4 %

Last updated: 12/18/2017

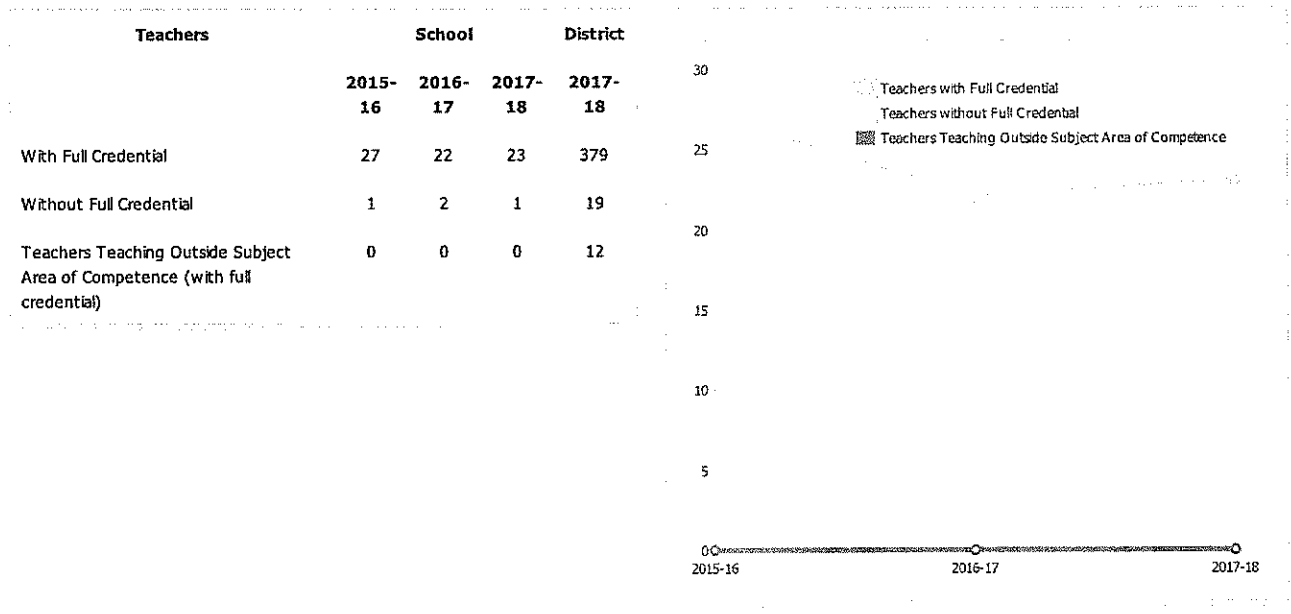
# A. Conditions of Learning

## State Priority: Basic

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

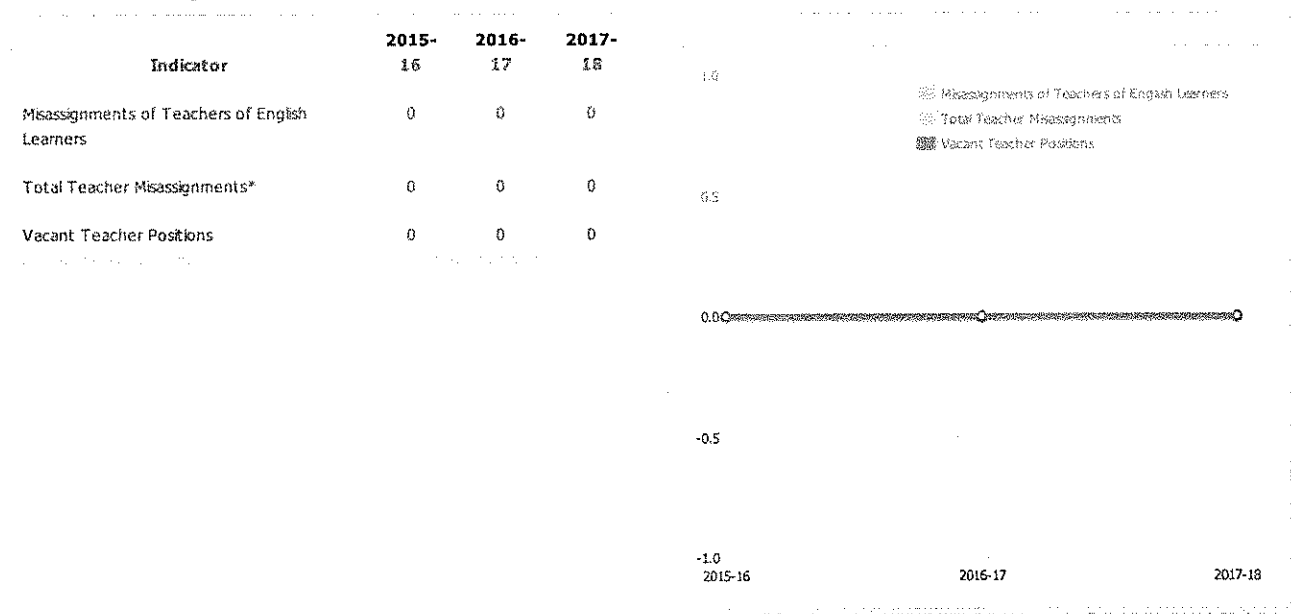
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

### Teacher Credentials



Last updated: 12/4/2017

### Teacher Misassignments and Vacant Teacher Positions



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: 12/4/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)**

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education World of Wonders, Gr TK McGraw Hill Wonders, Gr K-5	Yes	0.0 %
Mathematics	Pearson Investigations with Envision supplement	Yes	0.0 %
Science	MacMillian-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science Series	Yes	0.0 %
History-Social Science	Houghton Mifflin Social Science Series McDougal Littell CA	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			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: 12/14/2017*

## School Facility Conditions and Planned Improvements

Los Paseos was designed as a neighborhood school. The walkways from the adjacent park and neighborhoods create a safe flowing walking route to the campus. In a joint use partnership with the City of San Jose, we constructed a multi-purpose building with an attached teen center for afterschool activities. This allowed for our students to enjoy a library/media center, stage, cafeteria and basketball court.

Maintenance, Grounds and the Custodial staff continue to work together to provide a safe, clean and well maintained learning environment to help support student achievement.

As part of the Measure G Bond funds, Los Paseos received a technology infrastructure upgrade which included campus wide WiFi, new phone system and a new clock/public address system. The entire campus was also re-roofed in the summer of 2014.

The playground was resurfaced and game lines redrawn summer 2015.

*Last updated: 12/7/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	New carpet installed in kinder classrooms summer 2017
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	New flooring installed in kinder restrooms summer 2017
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	New lunch shade structure installed summer 2016

## Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Exemplary
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*Last updated: 12/7/2017*

## 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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	51%	48%	53%	52%	48%	48%
Mathematics (grades 3-8 and 11)	48%	47%	43%	42%	36%	37%

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: 12/18/2017*



## CAASPP Test Results in ELA by Student Group

### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	277	274	98.92%	47.81%
Male	147	144	97.96%	45.14%
Female	130	130	100.00%	50.77%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	37	36	97.30%	69.44%
Filipino			100.00%	63.64%
Hispanic or Latino	123	122	99.19%	37.70%
Native Hawaiian or Pacific Islander	--	--	--	--
White	75	74	98.67%	52.70%
Two or More Races	14	14	100.00%	50.00%
Socioeconomically Disadvantaged	95	94	98.95%	34.04%
English Learners	71	71	100.00%	42.25%
Students with Disabilities	56	56	100.00%	35.71%
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: 12/18/2017

## CAASPP Test Results in Mathematics by Student Group

### Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	277	276	99.64%	47.46%
Male	147	146	99.32%	52.74%
Female	130	130	100.00%	41.54%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	37	37	100.00%	75.68%
Filipino			100.00%	54.55%
Hispanic or Latino	123	122	99.19%	33.61%
Native Hawaiian or Pacific Islander	--	--	--	--
White	75	75	100.00%	54.67%
Two or More Races	14	14	100.00%	57.14%
Socioeconomically Disadvantaged	95	94	98.95%	38.30%
English Learners	71	71	100.00%	50.70%
Students with Disabilities	56	56	100.00%	28.57%
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: 12/18/2017*

## CAASPP Test Results in Science for All Students

### Grades Five, Eight and Ten

#### Percentage of Students Scoring at Proficient or Advanced

Subject	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
	Science (grades 5, 8, and 10)	54.0%	67.0%	59.0%	62.0%	56%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

*Last updated: 12/18/2017*

# 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 2016-17)

Percentage of Students Meeting Fitness Standards			
Grade Level	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	20.9%	18.7%	33.0%

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.

*Last updated: 1/17/2018*

## 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 schoolsite

#### Opportunities for Parental Involvement (School Year 2017-18)

Creating a partnership where all stakeholders have an opportunity to provide input is valued. We believe in an open-door policy. Parents are always welcome to join our School Site Council, which works with the school administration to help make financial decisions. Parents of English learners are vital to our English Language Advisory Committee and to our outreach efforts on behalf of new families. Parents are encouraged to attend the Back to School Night at the beginning of the year and our Open House at the end of the year, as well as their child's teacher conference held in November.

Every classroom has a room parent who acts as a liaison between the school and the home. Class parents help to organize volunteers to help with special projects in the classroom, chaperone on field trips, etc. Parents are always encouraged to volunteer in their child's classroom. Our Home and School Club is always looking for volunteers to help with various activities and fundraisers held throughout the year. The Home and School Club works hard to raise money to fund our dance program, One Yard, assemblies, and many other needs that arise throughout the year. They also plan family events to build community at our school, including movie night, bingo night and other events. Without volunteers, none of these things would be possible. Our Home and School Club raises funds for classroom supplies, field trips, library books, and special assemblies through our annual Book Fair, Walk-A-Thon, and Great American Fund Raiser. If you are interested in volunteering please contact the front office at (408) 201-6420.

*Last updated: 12/19/2017*

# State Priority: School Climate

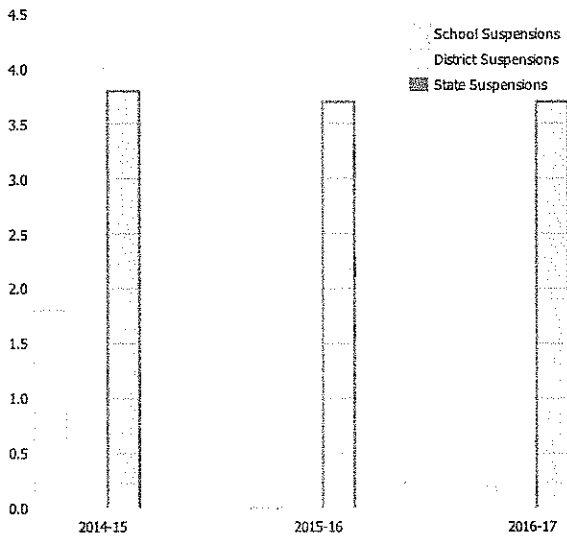
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

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

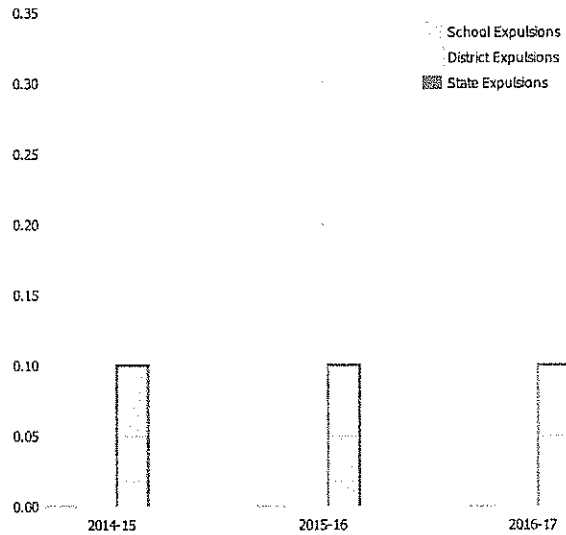
## Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.8%	0.0%	0.2%	3.8%	3.5%	4.2%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.3%	0.1%	0.1%	0.1%	0.1%	0.1%

Suspensions



Expulsions



Last updated: 12/19/2017

## School Safety Plan (School Year 2017-18)

Los Paseos staff and students take pride in our safe, orderly, and clean campus. Staff and parent volunteers monitor the school grounds for 30 minutes before and after school as well as at recess and at lunch time. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. Visitors must enter the school through the main door and sign in at the office, where they receive a visitor's badge to wear throughout their stay.

Our safety plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available on our school Web site and keep copies in the office for parents. We share the plan with all staff during a school-wide staff meeting. We practice a fire drill each month, earthquake drills three times a year, and review emergency preparedness every other month during staff meetings.

Los Paseos holds high expectations that all students will follow our school rules to promote a positive, safe school environment. On the first day of school, students are provided a PAWS Behavior Expectations Matrix and teachers explicitly teach what it looks like to be Peaceful, Aware, Wise, and Safe in every area on campus. Parents are informed that there is one main entrance to school and that perimeter gates are locked at all times.

Last updated: 12/19/2017

## 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.

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20.0	1	3	0	19.0	1	3	0	26.0	0	4	0
1	26.0	0	3	0	23.0	0	3	0	23.0	0	3	0
2	30.0	0	3	0	26.0	0	3	0	26.0	0	2	0
3	23.0	1	3	0	30.0	0	3	0	26.0	0	4	0
4	28.0	0	3	0	23.0	1	3	0	29.0	0	3	0
5	27.0	0	3	0	22.0	1	3	0	19.0	2	3	0
6	18.0	2	3	0	30.0	0	3	0	5.0	1	0	0
Other	0.0	0	0	0	12.0	1	0	0	7.0	1	0	0

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

Last updated: 1/10/2018

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	0.5	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.5	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: 1/18/2018

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4261.7	\$25.3	\$4236.3	\$72232.0
District	N/A	N/A	\$7067.2	\$72134.0
Percent Difference -- School Site and District	N/A	N/A	-50.1%	0.1%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference -- School Site and State	N/A	N/A	-43.3%	-3.1%

## Types of Services Funded (Fiscal Year 2016-17)

We fund a full time Resource teacher to provide intensive support for first through fifth grade students who are below the proficiency level in English Language Arts and/or those students whom would benefit from designated English language instruction. These intensive sessions help students gain foundational literacy skills through small group instruction. Every student has an account for Core Lexia and Raz Kids. These computer-based programs are used as both an intervention and enrichment to help all students with foundational literacy skills and reading comprehension. Additional school-based monies are used mainly for instructional supplies and materials.

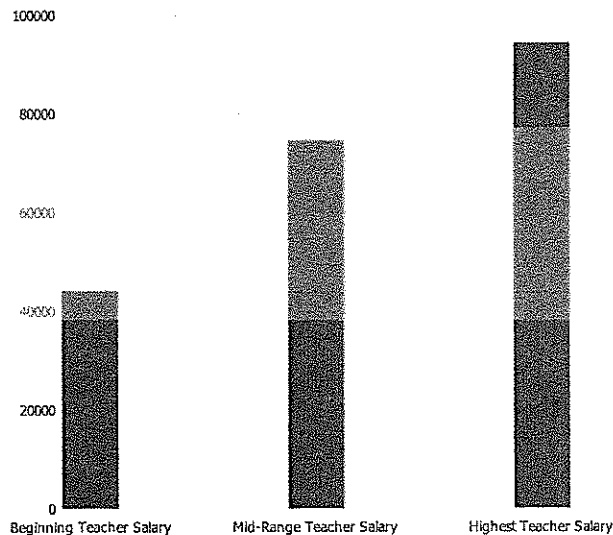
Last updated: 12/19/2017

## Teacher and Administrative Salaries (Fiscal Year 2015-16)

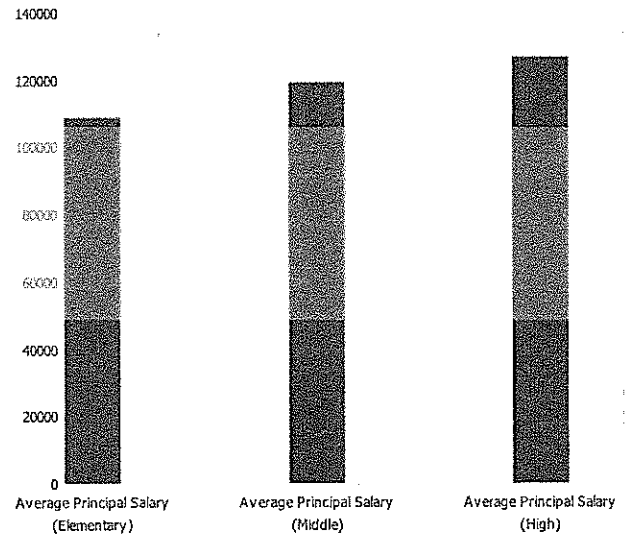
Category	District Amount	State Average For Districts in Same Category
Beginning Teacher Salary	\$44,069	\$46,511
Mid-Range Teacher Salary	\$74,554	\$73,293
Highest Teacher Salary	\$94,334	\$92,082
Average Principal Salary (Elementary)	\$108,912	\$113,263
Average Principal Salary (Middle)	\$119,272	\$120,172
Average Principal Salary (High)	\$126,792	\$131,203
Superintendent Salary	\$230,587	\$213,732
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/10/2018

## Professional Development

This year, our instructional area of focus is student collaboration. Students will demonstrate high engagement in the classroom as evidenced by their ability to verbally explain and/or draw their thinking in different ways. We believe that when students are working with and from each other, they will become more empowered over their learning and become stronger critical thinkers and problem solvers. This in turn strengthens our learning community. Los Paseos teachers and staff promote a Professional Learning Community through weekly collaboration, district professional development, and on-site activities. The Instructional Leadership Team, comprised of grade level leaders, helps to plan a master agenda of options for grade level meetings. Los Paseos staff members understand that effective teaching results from the skillful weaving of curriculum, carefully selected instructional practices, and thoughtful responses to student activity. A focus



remains on good first instruction and how to improve teaching.

The focus areas for staff development were developed by the school leadership team. The three goals and initiatives are the following: 1) Raise all students' achievement 2) Close achievement gap between subgroups and 3) Ensure a safe environment.

These goals continue to be addressed through collaboration, grade level and cross-grade level planning. Peer visitations promote grade level teams to calibrate best classroom practices and promote innovative strategies. Discipline standards and rules, RTI programs, attendance incentive programs, and Positive Behavior Intervention and Support (PBIS) help to ensure a site-wide common language and structure for stakeholders. The Los Paseos staff continues to support the district's initiatives of Common Core State Standards, Next Generation Science Standards (NGSS), Systematic ELD, and Foundational Literacy Skills, and Multi Tier Systems of Support (MTSS). Site support of Positive Behavior Intervention and Supports (PBIS) and Project Cornerstone continues as well.

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