

# Los Paseos Elementary

## School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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 2019—20)

District Contact Information (School Year 2019—20)	
<b>District Name</b>	Morgan Hill Unified
<b>Phone Number</b>	(408) 201-6023
<b>Superintendent</b>	Steve Betando
<b>Email Address</b>	<a href="mailto:betandos@mhusd.org">betandos@mhusd.org</a>
<b>Website</b>	<a href="http://www.mhusd.org">www.mhusd.org</a>

School Contact Information (School Year 2019—20)	
<b>School Name</b>	Los Paseos Elementary
<b>Street</b>	121 Avenida Grande
<b>City, State, Zip</b>	San Jose, Ca, 95139-1107
<b>Phone Number</b>	408-201-6420
<b>Principal</b>	Debbie Stewart, Principal
<b>Email Address</b>	<a href="mailto:stewartd@mhusd.org">stewartd@mhusd.org</a>
<b>Website</b>	<a href="http://www.mhusd.org">www.mhusd.org</a>
<b>County-District-School (CDS) Code</b>	43695836095392

*Last updated: 12/17/2019*

### School Description and Mission Statement (School Year 2019—20)

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. Los Paseos fosters an inclusive environment supporting all students, including those with special learning and therapeutic needs in grades TK-Fifth Grade. Our campus climate encourages awareness and acceptance of our differences and unique gifts, both of which help all students build character. Panther students of all ages are challenged to show respect to all, make good decisions, and to solve problems. We teach the whole child and foster the development of a growth mindset for all.

**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 in 2016. We provide students who meet the age criteria an opportunity to be immersed in a language-rich environment while developing social and emotional skills to 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 understand information.

Los Paseos offers a wide-range of enrichment opportunities for our students which are partly funded by the Home & School Club. Our HSC supports weekly vocal music instruction for all students with Mrs. Karen Crane. Mrs. Crane teaches our fifth graders to read music and play the recorder. She also leads evening music performances with our kindergarten and first grade students. HSC also contributes significantly to the physical activity program led by Khoa Nguyen or "Coach Khoa." Coach Khoa is our school coach who helps promote good sportsmanship and facilitates physical activity instruction during recesses, lunches, and with individual classes weekly. He also has a variety of enrichment after school activities offered during the school year. We continue to offer a dance class twice monthly led by instructor Mr. Exavier Viramontez, from Troubadour Beat Lab. Dance styles included swing, line, merengue, waltz, and more! Many grade levels schedule on-site science classes throughout the year with Schmal Science. Our GATE club offers amazing classes that students can attend after school, including STEM and art enrichment classes. Our 5th grade students attend a 3-night/4-day Science Camp each year at YMCA Camp Campbell in Ben Lomond. In 2018, we opened a new STEAM lab with a maker space and technology lab available for class visits during the day and open for the STEAM Club after school. The Los Paseos Home and School Club also supports many 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 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 one of our teachers. Our safety patrol takes great pride in greeting cars and assisting in opening car doors every morning as we welcome students to school. 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

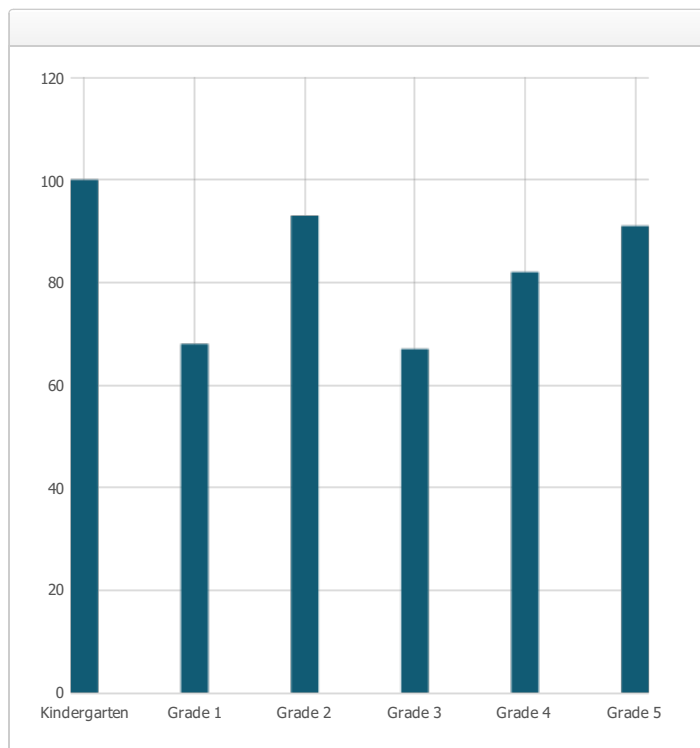
strong partnership with Discovery Counseling. This school year, we are lucky to have two counselors working with Los Paseos students weekly.

*Last updated: 1/3/2020*

### Student Enrollment by Grade Level (School Year 2018—19)

Kindergarten numbers reflect combined totals for Kindergarten and Transitional Kindergarten.

Grade Level	Number of Students
Kindergarten	100
Grade 1	68
Grade 2	93
Grade 3	67
Grade 4	82
Grade 5	91
<b>Total Enrollment</b>	<b>501</b>



Last updated: 1/3/2020

### Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	2.20 %
American Indian or Alaska Native	0.80 %
Asian	12.20 %
Filipino	4.40 %
Hispanic or Latino	47.70 %
Native Hawaiian or Pacific Islander	1.00 %
White	22.60 %
Two or More Races	6.60 %
Other	-10.90 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	38.90 %
English Learners	18.60 %
Students with Disabilities	12.60 %
Foster Youth	1.00 %
Homeless	13.40 %

## A. Conditions of Learning

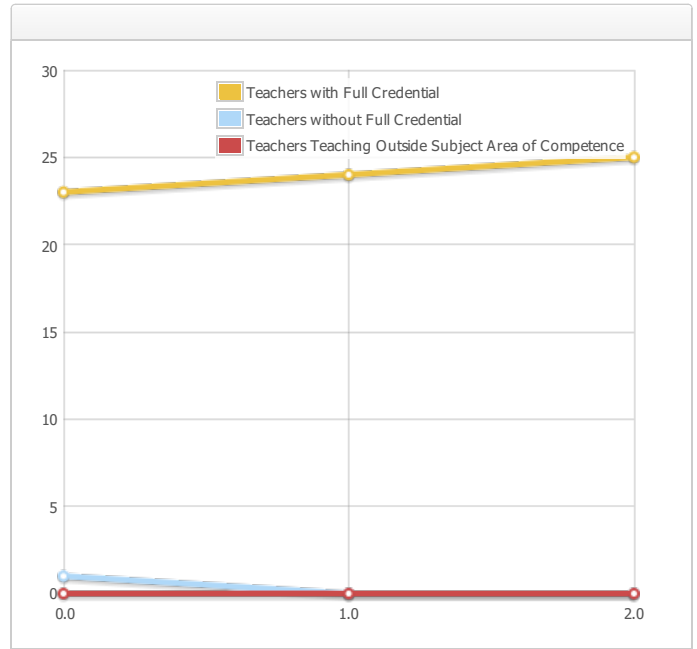
### State Priority: Basic

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

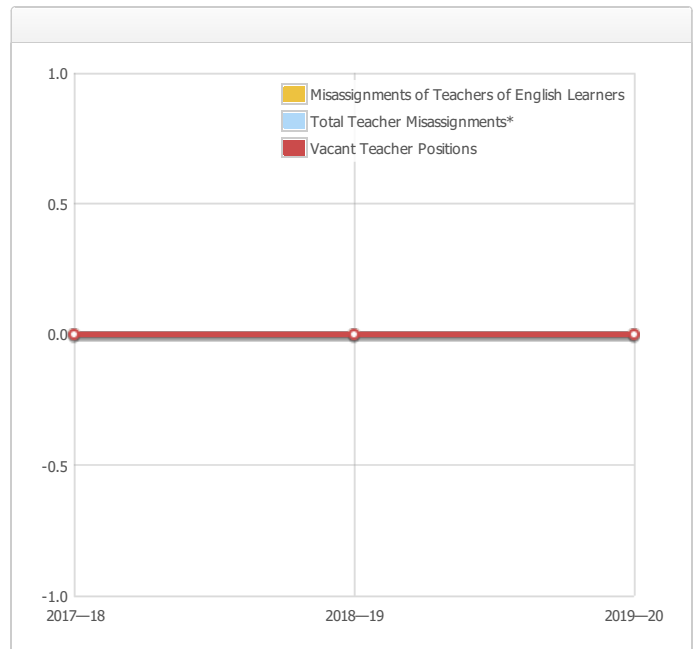
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	23	24	25	364
Without Full Credential	1	0	0	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6



Last updated: 12/16/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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

Last updated: 12/16/2019

**Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)**

Year and month in which the data were collected: December 2019

<b>Subject</b>	<b>Textbooks and Other Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	McGraw Hill Education World of Wonders, Gr TK, McGraw Hill Wonders, Gr K-5	Yes	0.00 %
Mathematics	Pearson Investigations with Envision supplement	Yes	0.00 %
Science	TWIG Science by TWIG Education	Yes	0.00 %
History-Social Science	Pearson My World	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
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: 1/2/2020*

## School Facility Conditions and Planned Improvements

Los Paseos Elementary School was created as a neighborhood school with pathways through the neighborhoods to the school. In a joint use partnership with the City of San Jose, we constructed a multipurpose building with an attached teen center for after school activities. The main area has a basketball court (also used as a cafeteria), stage, and library/media center.

As part of the Measure G Bond funds, Los Paseos was re-roofed and received a technology infrastructure upgrade which included WiFi in every classroom and exterior, a new phone system and a new public address system including new clock and speakers throughout the campus.

Recently, we upgraded the frontage 4 foot fence with 6 foot ornamental fencing.

*Last updated: 12/17/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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*Last updated: 12/17/2019*

## 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**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	52.0%	54.0%	52.0%	52.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	46.0%	39.0%	43.0%	43.0%	38.0%	39.0%

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: 1/3/2020*



**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	241	235	97.51%	2.49%	54.04%
Male	131	128	97.71%	2.29%	49.22%
Female	110	107	97.27%	2.73%	59.81%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	34	33	97%	2.94%	75.76%
Filipino	12	12	100.00%	0.00%	58.33%
Hispanic or Latino	108	106	98.15%	1.85%	40.57%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	54	53	98.15%	1.85%	62.26%
Two or More Races	15	15	100.00%	0.00%	73.33%
Socioeconomically Disadvantaged	89	85	95.51%	4.49%	42.35%
English Learners	54	52	96.30%	3.70%	46.15%
Students with Disabilities	47	45	95.74%	4.26%	24.44%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless				11.54%	

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: 1/3/2020*

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	241	236	97.93%	2.07%	39.41%
Male	131	129	98.47%	1.53%	42.64%
Female	110	107	97.27%	2.73%	35.51%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	34	33	97%	2.94%	63.64%
Filipino	12	12	100.00%	0.00%	58.33%
Hispanic or Latino	108	107	99.07%	0.93%	27.10%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	54	53	98.15%	1.85%	41.51%
Two or More Races	15	15	100.00%	0.00%	60.00%
Socioeconomically Disadvantaged	89	85	95.51%	4.49%	25.88%
English Learners	54	52	96.30%	3.70%	32.69%
Students with Disabilities	47	45	95.74%	4.26%	13.33%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless				11.54%	

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: 1/3/2020*

**CAASPP Test Results in Science for All Students  
 Grades Five, Eight and High School  
 Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2017—18</b>	<b>School 2018—19</b>	<b>District 2017—18</b>	<b>District 2018—19</b>	<b>State 2017—18</b>	<b>State 2018—19</b>
Science (grades 5, 8, and high school)						

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

*Last updated: 1/3/2020*

# 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 2018—19)

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	13.50%	25.00%	29.20%

Note: Percentages are not calculated and double dashes (--) appear in the table 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: 1/2/2020*

## 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 2019—20)

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 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. Room 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 actively recruits 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, Coach Khoa, assemblies, and many other needs that arise throughout the year. They also plan family events to build community at our school, including movie night, math 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, Apex Fun Run and Great American Fundraiser. If you are interested in volunteering please contact the front office at (408) 201-6420.

# State Priority: Pupil Engagement

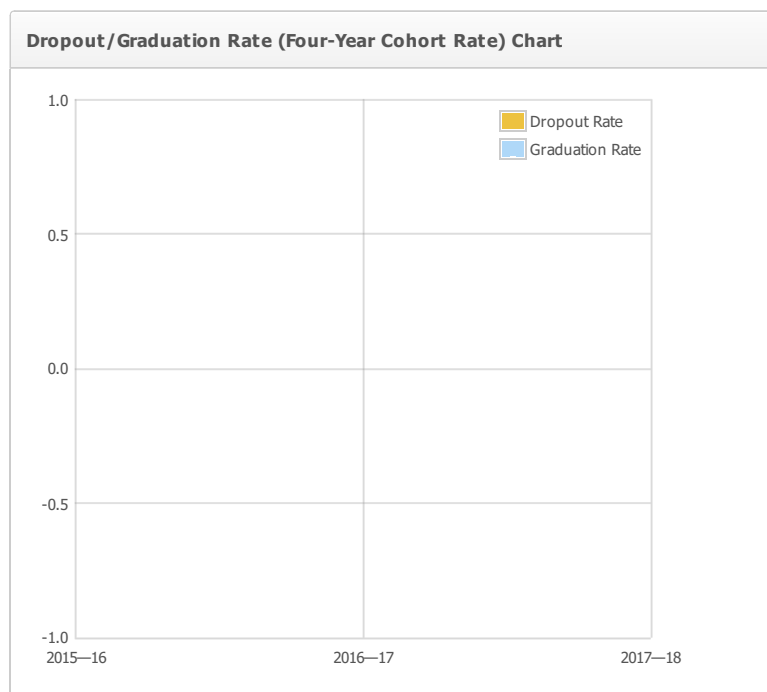
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

## Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	5.40%	9.70%
Graduation Rate	--	88.80%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	6.50%	9.00%	9.10%	9.60%
Graduation Rate	--	--	89.00%	86.20%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/3/2020

# 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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.20%	0.70%	0.60%	4.20%	4.90%	5.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.20%	0.10%	0.10%	0.10%

*Last updated: 1/3/2020*

## School Safety Plan (School Year 2019—20)

Los Paseos staff and students take pride in our safe, orderly, and clean campus. Staff and parent volunteers monitor the school grounds for 20 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 review the plan with all staff during our annual training and school-wide staff meetings. We practice a fire drill each month, earthquake drills three times a year, and review emergency preparedness as needed. An annual "Run, Hide, Defend" Training is provided for all staff each year by our MHPD School Resource Officer.

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. All volunteers are fingerprinted by the district and granted a photo id badge that identifies them as a parent volunteer.

*Last updated: 12/23/2019*

## 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) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.00		4	
1	23.00		3	
2	26.00		2	
3	26.00		4	
4	29.00		3	
5	19.00	2	3	
6	5.00	1		
Other**	7.00	1		

\* 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	24.00	1	4	
1	26.00		3	
2	26.00		3	
3	25.00		3	
4	23.00	1	3	
5	25.00	1	3	
6				
Other**	6.00	1		

\* 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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00		4	
1	22.00		3	
2	26.00		3	
3	25.00		3	
4	25.00		3	
5	20.00	2	3	
6				
Other**	7.00	1		

\* 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.



**Ratio of Academic Counselors to Pupils (School Year 2018—19)**

Title	Ratio**
Counselors*	0.00

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

\*\*Average Number of Pupils per Counselor

**Student Support Services Staff (School Year 2018—19)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	0.40

\*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: 1/2/2020*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4598.41	\$39.39	\$4559.03	\$75434.00
District	N/A	N/A	\$7927.41	\$78079.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$78059.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 12/19/2019*

**Types of Services Funded (Fiscal Year 2018—19)**

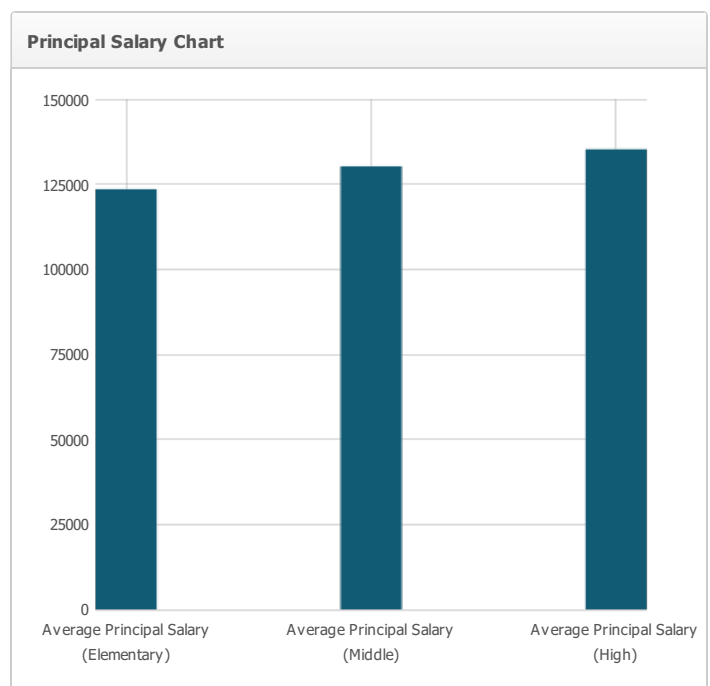
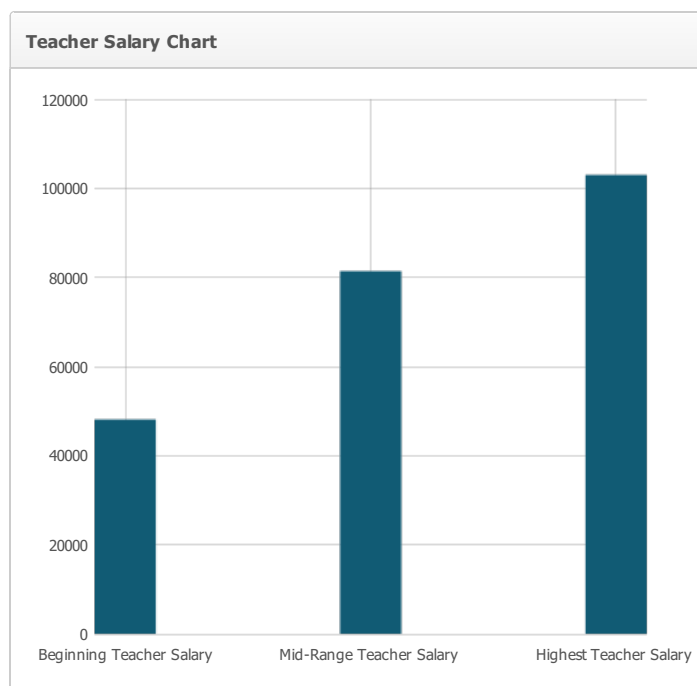
We fund a full time Resource teacher to provide intensive support for first through fifth grade students who are below the proficiency level in English Language Arts and/or those students whom would benefit from designated English language instruction. Additionally, we have a full time reading intervention teacher and a paraprofessional who works with striving readers to bring them up to grade level. These intensive sessions help students gain foundational literacy skills through small group instruction. Every Los Paseos 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: 12/23/2019*

## Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,115	\$49,084
Mid-Range Teacher Salary	\$81,398	\$76,091
Highest Teacher Salary	\$102,994	\$95,728
Average Principal Salary (Elementary)	\$123,538	\$118,990
Average Principal Salary (Middle)	\$130,264	\$125,674
Average Principal Salary (High)	\$135,254	\$137,589
Superintendent Salary	\$262,891	\$230,096
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



Last updated: 1/3/2020

## Professional Development

This year, our instructional area of focus is student communication through speaking, listening, and writing. Students will demonstrate high engagement in the classroom as evidenced by their ability to verbally explain, write about, and/or draw their thinking in different ways. We believe that when students are working with each other, they 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. Teachers participate in monthly analysis of instructional strategies for writing, and they also are participating in a book study of professional titles focused on optimizing school climate and instruction.

The focus areas for staff development were developed by the school leadership team. The three goals and initiatives are the following: 1) Build students' writing skills through effective instructional practices and authentic writing experiences, 2) Raise the level of academic achievement across all student subgroups, and 3) Ensure a safe environment through building trusting relationships and providing positive supports.

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), English Language Development, Foundational Literacy Skills, and Multi Tier Systems of Support (MTSS). Site support of Positive Behavior Intervention and Supports (PBIS) continues as well.

District wide professional development (pd) includes two whole day pd's, one additional whole day provided at the site, and weekly one hour collaboratives for a total of three scheduled whole day pd's or 8 total day equivalents.

Measure	2017—18	2018—19	2019—20

Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3
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*Last updated: 1/3/2020*