

# Los Paseos Elementary

121 Avenida Grande • San Jose, CA, 95139 • 408-201-6420 • Grades K-5  
Debbie Stewart, Principal  
stewartd@mhusd.org

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### Morgan Hill Unified School District

15600 Concord Circle  
Morgan Hill, CA, 95037  
408-201-6023  
www.mhusd.org

#### District Governing Board

Wendy Sullivan, President

John Horner, Vice President

Adam Escoto, Trustee

Mary Patterson, Trustee

Heather Orosco, Trustee

Dr. Carol Gittens, Trustee

Dr. Ivan Rosales-Montes, Trustee

#### District Administration

Steve Betando  
Superintendent

Fawn Myers  
Assistant Superintendent Human  
Resources

Kirsten Perez  
Deputy Superintendent Business  
Services

Pilar Vazquez-Vialva  
Assistant Superintendent  
Educational Services

### School Description

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 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 and thrive academically and socially. Panther students of all ages are challenged to show respect to all, make good decisions, and to solve problems. We strive to 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--communication, collaboration, creativity, and critical thinking-- 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. We provide students an opportunity to be immersed in a language-rich environment while developing social and emotional skills necessary for success. 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.

During the Covid pandemic, we continued to provide academic instruction, social emotional support, and enrichment opportunities via distance learning. To facilitate online learning, all teachers

created virtual classrooms on Seesaw or Google Classroom, held virtual classes through Zoom meetings, and maintained frequent communication with students and parents on a daily and/or weekly basis. Tutoring, small group reading instruction, and teacher office hours are offered to students regularly. Students are offered activities such as STEAM opportunities integrated into the daily instruction, as well as schoolwide engineering challenges. Ensuring that students had the tools to log on was a top priority, made successful by tremendous support from our district Technology Department. Families were encouraged to participate online with specialized PE, Music, and Enrichment offerings by our teachers. Our staff has gone above and beyond to create and distribute materials packets for students to learn at home. We have conducted over 100 home visits this year to support all manner of student and family needs during the school closure.

Los Paseos offers a wide-range of enrichment opportunities for our students which are partly funded by the Home & School Club. During the Covid-19 pandemic, we have responded to parent requests for additional enrichment opportunities for students during distance learning. Beyond the regular school day, we offer weekly vocal music instruction for all students with Mrs. Ashley Katz. We also have a weekly improv class for 4th and 5th graders with Mrs. Katz. Teacher Maggie Leung leads our school newspaper staff of fifth grade writers. Teachers Monica Cline, Courtney Clampett, and Cheryl Agbalog collaborate to offer Comic Book Club, Imagineering/Engineering Club, and Reading Club after school.

Unfortunately, the pandemic has required us to postpone many of our regular programs. Our weekly dance and physical activity classes are on hold this year. We hope to resume both of these popular programs with instructors Mr. Exavier and Coach Khoa when we are back to in-person schooling. Our 5th grade students will not be attending the usual 3-night/4-day Science Camp this year at YMCA Camp Campbell in Ben Lomond. Our STEAM lab and maker space will be available for class visits during the day and the STEAM Club after school once school buildings reopen. Our annual performing arts musical production put on by students was held immediately prior to the shutdown in March 2020. We look forward to offering that experience once more when in-person school resumes.

The Los Paseos Home and School Club supports many enrichment opportunities for students and supports specific financial needs. Our Home & School Club works in tandem with school staff to build community and support teachers. Great effort is put forth all year to raise funds that support field trips, assemblies, and classroom supplies for our students. In a typical year, the Home and School Club supports family involvement efforts such as Movie Nights, Math & Science Night, International Fair, and Family Nights Out. 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. During in-person schooling, we have monthly 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 community agencies such as Community Solutions and Discovery Counseling. Students and parents are connected with behavioral and mental health supports upon request or by teacher or principal recommendation.

## About the SARC

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	113
Grade 1	82
Grade 2	67
Grade 3	94
Grade 4	77
Grade 5	79
<b>Total Enrollment</b>	<b>512</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	0.8
Asian	12.7
Filipino	4.1
Hispanic or Latino	49.6
Native Hawaiian or Pacific Islander	1
White	19.7
Two or More Races	7.2
Socioeconomically Disadvantaged	40.8
English Learners	18
Students with Disabilities	11.9
Foster Youth	0.6
Homeless	13.1

## 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 for Los Paseos Elementary	18-19	19-20	20-21
With Full Credential	24	25	24
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Morgan Hill Unified	18-19	19-20	20-21
With Full Credential	♦	♦	370
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	9

### Teacher Misassignments and Vacant Teacher Positions at Los Paseos Elementary

Indicator	18-19	19-20	20-21
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.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

### Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Education World of Wonders, Gr TK, McGraw Hill Wonders, Gr K-5 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Mathematics	Pearson Investigations with Envision supplement Gr K-5 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
Science	TWIG Science by TWIG Education Gr K-5 <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0
History-Social Science	Pearson My World <b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

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. As part of the classroom technology upgrade, they received a new projection device in each of the classroom.

The frontage 4 foot fence was replaced with 6 foot ornamental fencing.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: June 2020

System Inspected	Repair Status	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	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Overall Rating	Exemplary	

## 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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	54	N/A	52	N/A	50	N/A
Math	39	N/A	43	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	37	N/A	35	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 2020-21)

Creating a partnership where all stakeholders have an opportunity to provide input is valued. During the Covid-19 pandemic, we have continued to offer regular stakeholder meetings via Zoom. All meetings are attended by our school principal who uses these opportunities to connect with parents and families. 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 our Home & School Club at board@lp-hsc.com or the front office at (408) 201-6420.

Parents have the opportunity to participate, at no cost, in the District's Project to Inspire program through the California Association of Bilingual Education. The 12 week sessions cover the US Educational System, Learning Standards, advocacy strategies, and parent school leadership.

**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.

**School Safety Plan (School Year 2020-2021)**

Los Paseos staff and students take pride in our safe, orderly, and clean campus. In 2020, our efforts are focused on maintaining a safe and healthy campus to prevent the transmission of Covid-19. Our school safety team has reviewed County Health and District recommendations and makes sure those recommendations are followed. We require mask wearing, physical distancing, and regular hand washing for all. We have installed signage around campus to encourage those practices.

The School Safety Plan is reviewed each fall by the School Site Council. It is also shared and reviewed with staff annually. The Safety Plan was last reviewed October 2020. During the Covid-19 pandemic, we are revisiting the plan regularly. In a typical year, 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 during the school day. All volunteers are fingerprinted by the district and granted a photo id badge that identifies them as a parent volunteer.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	.7	.6	4.9	5.0	3.5	3.5
Expulsions	0	0	.1	.2	.1	.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	.01	.04	n/a
Expulsions	0	.001	n/a

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
Academic Counselor*	0

\*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.



**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.22
Library Media Teacher (Librarian)	n/a
Library Media Services Staff (Paraprofessional)	n/a
Psychologist	.5
Social Worker	0
Nurse	.15
Speech/Language/Hearing Specialist	1.625
Resource Specialist (non-teaching)	n/a
Other	1.63

\*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 Class Size and Class Size Distribution (Elementary)**

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	24	1	4		25		4	3	26		1	1
1	26		3		22		3		25		3	
2	26		3		26		3		26	2		
3	25		3		25		3		30		3	
4	23	1	3		25		3		29		2	
5	25	1	3		20	2	3		21	1	2	
Other**	6	1			7	1			13	3	2	

\*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.

**Professional Development (Most Recent Three Years)**

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	9

This year, our instructional area of focus is connecting with students and designing effective lessons in a distance learning environment and fostering a love of reading. Los Paseos teachers participate in weekly professional book study groups to refine their instruction and analyze student learning. 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. Each year, teachers participate in two all-day professional development offerings as well as approximately 20 hour-long staff professional development/collaboration opportunities throughout the year.

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 engagement and learning across all student subgroups, and 3) Ensure an equitable and safe environment through building trusting relationships, honoring student cultures, 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.

All teachers were provided training on strategies and platforms to teach during Distance Learning. They continue to receive ongoing support by the District's Teachers on Special Assignment.

Professional development was offered to administrators and teachers regularly during the school year and summer by district and school staff and external partners. Individual schools prioritize and align their professional development learning to their approved School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan.

#### FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,318	\$49,782
Mid-Range Teacher Salary	\$83,434	\$76,851
Highest Teacher Salary	\$105,569	\$97,722
Average Principal Salary (ES)	\$127,689	\$121,304
Average Principal Salary (MS)	\$136,052	\$128,629
Average Principal Salary (HS)	\$131,848	\$141,235
Superintendent Salary	\$270,778	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	33.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### Types of Services Funded

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 who 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 and or reading programs such as Read180 and Leveled Literacy Intervention.. 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.

We also fund an array of extracurricular offerings tailored to student interests such as our Imagineers Club, Comic Book Club, Reading Club, Mini Mermaids Running Club, Play/Sports Club, Performing Arts and more.

#### 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).

#### California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5110.30	38.85	5071.45	80011
District	N/A	N/A	8495.23	\$81,305
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-50.5	-1.6
School Site/ State	-41.8	1.0

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