

Los Paseos Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page 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.

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.

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.

2022-23 School Contact Information

School Name	Los Paseos Elementary
Street	121 Avenida Grande
City, State, Zip	San Jose, CA, 95139
Phone Number	408-201-6420
Principal	Debbie Stewart
Email Address	stewartd@mhusd.org
School Website	www.lospaseos.mhusd.org
County-District-School (CDS) Code	43 69583 6095392

2022-23 District Contact Information

District Name	Morgan Hill Unified School District
Phone Number	408-201-6023
Superintendent	Dr. Carmen Garcia
Email Address	garciacarmen@mhusd.org
District Website Address	www.mhusd.org

2022-23 School Overview

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. We celebrate student assets such as bilingualism and seek to provide equitable learning opportunities for all. Panther students of all ages are supported in upholding our three personal standards: show respect, make good decisions, and to solve problems. We strive to teach the whole child and foster the development of a growth mindset.

We know that all students can achieve at high levels, and we encourage our PAWS expectations of being Peaceful, Aware, Wise, and Safe on campus. We believe that all students can make positive contributions to society, and it is our moral imperative to tap into each individual's potential. We cultivate 21st century skills--communication, collaboration, creativity, and critical thinking--and encourage our students to persevere. We strive to help our students become compassionate and confident in an ever-changing world.

Los Paseos staff members work collaboratively to create conditions for high levels of learning for all. Instruction is guided by 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 to plan instruction, enrich reading opportunities, develop lessons to increase number sense in mathematics, and differentiate curriculum to best support student learning. 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 our Home & School Club. Upper grade students can participate in lunchtime clubs run by one of our teachers. We offer a Knitting Club, Art Club, Book Club, and Math Club. We also offer structured recess activities through our partnership with 'Playlosophy,' whose leaders integrate physical play and social-emotional learning for all grades. Our 5th grade students participated in Science Camp this year for four days and three nights at YMCA Camp Campbell in the Santa Cruz Mountains.

2022-23 School Overview

Panther Pride is abundant at Los Paseos. We have monthly assemblies that highlight celebrate learning and build community. These assemblies are led by our Panther Spirit Squad, which is comprised of 4th & 5th graders led by one of our teachers. Each month, the Spirit Squad creates and performs a short skit to highlight our schoolwide character focus for the month. Collaboration, Integrity, Trustworthiness, and Empathy are some of our past monthly focus traits. Our Panther Safety Patrol takes great pride in greeting cars and assisting in opening car doors every morning as we welcome students to school. Additionally, Los Paseos staff and students utilize positive behavior principles to uphold our high expectations and resolve conflicts peacefully. Counseling and social emotional support for students and families is available through our 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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	72
Grade 2	72
Grade 3	78
Grade 4	74
Grade 5	81
Total Enrollment	456

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.4
Male	49.6
American Indian or Alaska Native	0.7
Asian	13.2
Black or African American	2.6
Filipino	3.7
Hispanic or Latino	48.2
Native Hawaiian or Pacific Islander	0.9
Two or More Races	9.4
White	17.1
English Learners	18.0
Foster Youth	0.9
Homeless	15.6
Migrant	0.0
Socioeconomically Disadvantaged	41.2
Students with Disabilities	5.7

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19.30	95.10	327.10	87.46	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.90	3.10	0.84	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.60	4.98	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.60	3.38	12115.80	4.41
Unknown	0.00	0.00	12.40	3.33	18854.30	6.86
Total Teaching Positions	20.30	100.00	374.00	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Los Paseos has sufficient textbooks and instructional materials for 100% of our students.

Year and month in which the data were collected September 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption ?	Assigned Copy
Reading/Language Arts	McGraw Hill Education World of Wonders, Gr TK, McGraw Hill Wonders, Gr K-5	Yes	0
Mathematics	Pearson Investigations with Envision supplement Gr K-5	Yes	0
Science	TWIG Science by TWIG Education Gr K-5	Yes	0
History-Social Science	Pearson My World	Yes	0

School Facility Conditions and Planned Improvements

Overall, our campus is well maintained. As Los Paseos was built in 1975, some finishes are near the end of their life (carpet, casework, ceiling tiles) but are being maintained safely and cleanly.

Our outside playground surface under one of our play structures has been identified as needing some repairs due to cracks and divots in the rubberized surface.

Year and month of the most recent FIT report

January 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	46	N/A	49	N/A	47
Mathematics (grades 3-8 and 11)	N/A	42	N/A	36	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	231	227	98.27	1.73	46.26
Female	107	106	99.07	0.93	57.55
Male	124	121	97.58	2.42	36.36
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	58.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	126	123	97.62	2.38	39.84
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00	0.00	55.56
White	32	32	100.00	0.00	62.50
English Learners	39	39	100.00	0.00	20.51
Foster Youth	0	0	0.00	0.00	0.00
Homeless	40	39	97.50	2.50	28.21
Military	16	16	100.00	0.00	50.00
Socioeconomically Disadvantaged	103	101	98.06	1.94	32.67
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	22	22	100.00	0.00	13.64

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	231	227	98.27	1.73	41.59
Female	107	106	99.07	0.93	37.74
Male	124	121	97.58	2.42	45.00
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	54.17
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	126	123	97.62	2.38	32.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00	0.00	62.96
White	32	32	100.00	0.00	59.38
English Learners	39	39	100.00	0.00	28.21
Foster Youth	0	0	0.00	0.00	0.00
Homeless	40	39	97.50	2.50	28.21
Military	16	16	100.00	0.00	37.50
Socioeconomically Disadvantaged	103	101	98.06	1.94	26.00
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	22	22	100.00	0.00	9.52

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	39.74	NT	34.04	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	81	78	96.3	3.7	39.74
Female	33	33	100	0	54.55
Male	48	45	93.75	6.25	28.89
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	46	44	95.65	4.35	29.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	12	92.31	7.69	58.33
English Learners	13	13	100	0	7.69
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	37	35	94.59	5.41	17.14
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

B. Pupil Outcomes

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97%	97%	97%	97%	97%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

We value parents and guardians as our partners in ensuring student success. Parents and guardians are invited to join our School Site Council, which works with the school administration to help make program and budget decisions aligned with our School Plan for Student Achievement (SPSA). Parents of English learners are vital to our English Language Advisory Committee (ELAC) and to our outreach efforts on behalf of new families. Most families attend our Fall Back-to-School Night and our Spring Open House, as well as their child's teacher conference held in November.

This year, we are focused on inviting parents into our instructional spaces to celebrate their children's learning with us. As one example, our kindergarten students regularly host parents and guardians at their "Book Fairs," which take place at the start of the school day several times a year. Our student authors share the books they've written with visiting parents, guardians, and community members. Parents participate in field trips as chaperones and assist in classrooms with special projects such as celebrating family cultures. We continue to provide ways for encouraging parent and guardian presence in our classrooms. YMCA Project Cornerstone, coordinated by a parent volunteer, is available for parents and guardians who want to read aloud to students and facilitate a learning activity in our classrooms.

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. Our Home and School Club raises money to support extracurricular programs such as field trips, Playlosophy with Coach Khoa and Coach Pedro, assemblies, Science Camp scholarships, classroom grants for teachers, and teacher appreciation events. They also plan family events to build community at our school, including movie night, Book Fair, and social events. Without our volunteers, none of these things would be possible.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	475	468	102	21.8
Female	239	237	54	22.8
Male	236	231	48	20.8
American Indian or Alaska Native	5	4	2	50.0
Asian	61	61	6	9.8
Black or African American	12	12	1	8.3
Filipino	17	17	2	11.8
Hispanic or Latino	233	227	64	28.2
Native Hawaiian or Pacific Islander	4	4	2	50.0
Two or More Races	44	44	9	20.5
White	78	78	11	14.1
English Learners	86	83	16	19.3
Foster Youth	5	5	1	20.0
Homeless	90	86	26	30.2
Socioeconomically Disadvantaged	205	200	71	35.5
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	42	40	12	30.0

C. Engagement

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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.11	3.64	2.45
Expulsions	0.00	0.11	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.84	0.07	4.44	0.20	3.17
Expulsions	0.00	0.00	0.00	0.15	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.84	0.00
Female	0.42	0.00
Male	1.27	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	16.67	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.86	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	2.22	0.00
Socioeconomically Disadvantaged	1.46	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.38	0.00

2022-23 School Safety Plan

The Comprehensive School Safety Plan (CSSP) is reviewed each fall by the School Site Council. It is also shared and reviewed with staff annually. The CSSP is available for parents and guardians to review in the front office. The CSSP was last reviewed by the School Site Council in September 2022. 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 monthly, earthquake drills three times a year, and review emergency preparedness and lockdown drills as needed. An annual "Run, Hide, Defend" Training is provided for all staff each year by our MHPD School Resource Officer.

In a typical year, school staff monitor the school grounds for 15 minutes before and after school as well as at recess and at lunch time. Teachers and staff regularly review school expectations 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 while on campus.

Los Paseos holds high expectations that all students will follow our school rules to promote a positive, safe school environment. At the start 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. Expectations are reviewed as necessary throughout the year. 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.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	1	3	1
1	25		3	
2	26		2	
3	30		3	
4	29		2	
5	21	1	2	
Other	13	3	2	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30		3	1
1	33		2	1
2	26		2	
3	30		2	
4	30		3	
5	25		3	
Other	20	1	3	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	2	2	
1	31		2	1
2	24		3	
3	30		2	
4	31		2	
5	26		3	
Other	19	1	1	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	2.8

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5110.30	38.85	5071.45	\$80,011
District	N/A	N/A	8495.23	\$83,657
Percent Difference - School Site and District	N/A	N/A	-50.5	-4.5
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-26.1	-3.8

2021-22 Types of Services Funded

We fund a full time reading intervention teacher to provide intensive support for students who are below the proficiency level in English Language Arts. Additionally, we have a part-time reading intervention teacher and high dosage reading tutors who work with striving readers to bring them up to grade level. Funds are used to provide release time and substitute coverage for teachers to engage in professional development with colleagues throughout the year.

We fund additional hours for student supervisors (yard duties) to ensure a safe campus. We fund supplemental technology programs such as BrainPop, MysteryScience, and Reflex Math.

We also fund an array of extracurricular offerings tailored to student interests such as our lunchtime clubs, after school tutoring, and "Playlosophy" recess program.

Site funds support the daily operation of the school, purchase classroom supplies, and move students forward academically. In addition, state funds also support our enrichment opportunities, technology needs, Safety Patrol, and provide intervention materials and additional instructional materials.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,809	\$52,478
Mid-Range Teacher Salary	\$85,955	\$80,810
Highest Teacher Salary	\$108,761	\$101,276
Average Principal Salary (Elementary)	\$134,228	\$127,080
Average Principal Salary (Middle)	\$142,204	\$134,264
Average Principal Salary (High)	\$136,760	\$147,200
Superintendent Salary	\$278,901	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Los Paseos is a community of learners. 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 Guiding Coalition/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 responsiveness to our students. A focus remains on good first instruction and how to improve teaching and learning.

Our goal of high levels of learning for all continues to be addressed through collaboration, grade level and cross-grade level planning. Grade level teams calibrate best classroom practices and promote innovative strategies through weekly Professional Learning Team (PLT) meetings.

Our Instructional Coaches co-teach and support colleagues by modeling, observing, and providing feedback to teachers. Grade level teams work with coaches to analyze essential standards and student data to inform instruction. Our Instructional Coaches are Certified Trainers for Project GLAD (Guided Language Acquisition and Design) and provided a six-day training in 22-23 for nine teachers (from Los Paseos and other district schools) who were not yet GLAD trained.

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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	