

Los Paseos Elementary

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 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

2023-24 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	www.mhusd.org

2023-24 School Description and Mission Statement

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, including bilingualism, and seek to provide equitable learning opportunities for all. Panther students of all ages are supported in abiding by 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 joyful learning community for everyone!

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.

2023-24 School Description and Mission Statement

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 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.

Panther Pride is abundant at Los Paseos. We have monthly assemblies that highlight students, 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. 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 Wellness Counselor and our partnership with community agencies.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	66
Grade 2	68
Grade 3	77
Grade 4	69
Grade 5	68
Total Enrollment	426

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.3%
Male	47.4%
American Indian or Alaska Native	0.7%
Asian	15.5%
Black or African American	2.6%
Filipino	3.5%
Hispanic or Latino	44.8%
Native Hawaiian or Pacific Islander	0.9%
Two or More Races	9.4%
White	19%
English Learners	16.9%
Foster Youth	0.5%
Homeless	15.3%
Migrant	0.5%
Socioeconomically Disadvantaged	37.1%
Students with Disabilities	5.9%

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)	18.50	100.00	312.70	86.75	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.97	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	37.60	10.43	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	4.50	1.27	11953.10	4.28
Unknown	0.00	0.00	2.00	0.57	15831.90	5.67
Total Teaching Positions	18.50	100.00	360.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	4.3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 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 2023

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

Los Paseos was built in 1975, and some finishes are near the end of their life (carpet, casework, ceiling tiles) but are being maintained as safely and cleanly as possible. The school buildings are in need of new paint, and some exterior walls have visible cracks.

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. Our outdoor water fountains in some locations need repair or replacement. MHUSD Facilities Department is in the process of addressing these issues.

The electronic marquee sign in front of the school is reaching the end of its useful life and needs repair or replacement.

Year and month of the most recent FIT report

November 2023

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	replace ceiling tiles in many rooms, as tiles are stained or broken. Broken floor tiles need replacing in some locations.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		outdoor water fountain needs replacement. Currently there is no fountain in place. Several classroom fountains/faucets need water flow adjusted due to low or sporadic flow and water leaks at faucet handles.
Safety: Fire Safety, Hazardous Materials		X		
Structural: Structural Damage, Roofs	X			Roof gutter at corner of building 3, between rooms 11 and 17 overflows during heavy rain.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Holes and cracks in play structure surface, and gap between surface and cement curb is creating a tripping hazard. Entire surface needs replacing.

Overall Facility Rate

Exemplary	Good	Fair	Poor
		X	

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	46	46	49	46	47	46
Mathematics (grades 3-8 and 11)	42	39	36	35	33	34

2022-23 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	212	212	100.00	0.00	46.23
Female	114	114	100.00	0.00	43.86
Male	97	97	100.00	0.00	48.45
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	56.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	104	104	100.00	0.00	35.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00	0.00	51.85
White	38	38	100.00	0.00	73.68
English Learners	31	31	100.00	0.00	19.35
Foster Youth	0	0	0	0	0
Homeless	37	37	100.00	0.00	29.73
Military	14	14	100.00	0.00	42.86
Socioeconomically Disadvantaged	86	86	100.00	0.00	32.56
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	18	100.00	0.00	11.11

2022-23 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	212	212	100.00	0.00	39.15
Female	114	114	100.00	0.00	32.46
Male	97	97	100.00	0.00	46.39
American Indian or Alaska Native	--	--	--	--	--
Asian	25	25	100.00	0.00	64.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	104	104	100.00	0.00	26.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	27	27	100.00	0.00	40.74
White	38	38	100.00	0.00	55.26
English Learners	31	31	100.00	0.00	16.13
Foster Youth	0	0	0	0	0
Homeless	37	37	100.00	0.00	13.51
Military	14	14	100.00	0.00	50.00
Socioeconomically Disadvantaged	86	86	100.00	0.00	23.26
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	18	18	100.00	0.00	11.11

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	39.74	36.36	34.04	35.35	29.47	30.29

2022-23 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	66	66	100.00	0.00	36.36
Female	35	35	100.00	0.00	31.43
Male	31	31	100.00	0.00	41.94
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	39	39	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	15	15	100.00	0.00	26.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	30	30	100.00	0.00	30.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	98.5	100	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.

2023-24 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. This year, we have approximately 15 regular volunteers who read to students as part of our Project Cornerstone Program.

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, plan class celebrations, 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, 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. We are grateful for their support.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	441	434	99	22.8
Female	231	227	53	23.3
Male	209	206	46	22.3
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	3	3	1	33.3
Asian	69	67	12	17.9
Black or African American	11	11	1	9.1
Filipino	16	16	3	18.8
Hispanic or Latino	197	193	57	29.5
Native Hawaiian or Pacific Islander	4	4	1	25.0
Two or More Races	41	40	3	7.5
White	83	83	16	19.3
English Learners	76	76	14	18.4
Foster Youth	2	2	0	0.0
Homeless	70	69	18	26.1
Socioeconomically Disadvantaged	185	179	56	31.3
Students Receiving Migrant Education Services	2	2	0	0.0
Students with Disabilities	33	32	13	40.6

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.84	1.36	0.07	4.44	4.90	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.15	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.36	0
Female	1.3	0
Male	1.44	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	9.09	0
Filipino	0	0
Hispanic or Latino	2.03	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	4.29	0
Socioeconomically Disadvantaged	2.7	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.06	0

2023-24 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 2023. 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.

School staff monitor the school grounds for 15 minutes before and after school and at recess and 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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	9	2
1	29	0	8	4
2	38	0	6	6
3	36	0	5	4
4	33	0	6	2
5	35	0	6	2
6	0	0	0	0
Other	42	0	2	2

2022-23 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

2022-23 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)	.8
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	1
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$89,709
Percent Difference - School Site and District	N/A	N/A	-50.5	-4.5
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-26.1	-3.8

Fiscal Year 2022-23 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 an MTSS (Multi-tiered Systems of Support) paraprofessional who works with teachers to support striving readers and accelerate their learning. Site 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 and "Playlosophy" recess program.

Site funds support the daily operation of the school, purchase classroom supplies, and allow for teacher release time to plan evidence-based lessons that move students forward academically. In addition, state funds also support our enrichment opportunities, technology needs, extracurriculars and provide intervention materials and additional instructional materials.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$54,619	\$54,190
Mid-Range Teacher Salary	\$92,401	\$85,111
Highest Teacher Salary	\$116,918	\$104,999
Average Principal Salary (Elementary)	\$141,746	\$132,492
Average Principal Salary (Middle)	\$150,439	\$140,987
Average Principal Salary (High)	\$163,233	\$153,884
Superintendent Salary	\$275,000	\$255,503
Percent of Budget for Teacher Salaries	32.32%	32.09%
Percent of Budget for Administrative Salaries	6.39%	5.25%

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 teacher leaders and admin, 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, evidence-based 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 Coach co-teaches and supports 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.

In 23-24, Los Paseos continues our partnership with CCIL, the California Collaborative for Inclusive Learning. CCIL trainers from SCCOE (Santa Clara County Office of Education) provide professional development sessions for all staff, support teacher teams in planning, and lead classroom walk-throughs and Instructional Rounds. These practices allow our teachers to learn from and with one another. Through our work with CCIL, we are aligning practices and designing learning for all, adhering to the principles of Universal Design for Learning (UDL).

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	9	8	8