Los Paseos Elementary

2023-2024 School Accountability Report Card
(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 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	Stormie Sutton
Email Address	Suttons@mhusd.org
School Website	www.lospaseos.mhusd.org
Grade Span	K-5
County-District-School (CDS) Code	43 69583 6095392

2024-25 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

2024-25 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 reflects Silicon Valley's economic and ethnic diversity. Los Paseos fosters an inclusive environment that supports all students in grades TK to Fifth. 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 solve problems. We strive to teach the whole child and foster the development of a joyful learning community for everyone!

2024-25 School Description and Mission Statement

We know that all students can achieve at high levels, and 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 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	65
Grade 2	67
Grade 3	69
Grade 4	78
Grade 5	68
Total Enrollment	438

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	52.1
Male	47.7
Non-Binary	0.2
American Indian or Alaska Native	0.5
Asian	15.8
Black or African American	1.8
Filipino	4.3
Hispanic or Latino	42.5
Native Hawaiian or Pacific Islander	0.7
Two or More Races	9.1
White	21
English Learners	18.3
Foster Youth	0.5
Homeless	14.4
Migrant	0.9
Socioeconomically Disadvantaged	42.5
Students with Disabilities	6.8

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	17.00	90.74	313.90	80.52	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.70	0.96	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.40	7.93	56.10	14.39	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.20	1.34	11746.90	4.23
Unknown/Incomplete/NA	0.20	1.33	10.80	2.79	14303.80	5.15
Total Teaching Positions	18.70	100.00	389.80	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	1.4
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1.4

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	17
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	0	17

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

2024-25 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 2025

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education World of Wonders, Gr TK, McGraw Hill Wonders, Gr K-5	Yes	0
Mathematics	Envision K-5	Yes	0
Science	TWIG Science by TWIG Education Gr K-5	Yes	0
History-Social Science	My World SAAVAS Learning Company	Yes	0

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

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 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 no longer works and needs repair or replacement.

Year and month of the most recent FIT report	November 2023

School Facility Conditions and Planned Improvements

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 and missing 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 has a drip. Several classroom fountains/faucets need water flow adjusted due to low or sporadic flow and water leaks at faucet handles. Loose door handle. Hand dryer has no power,
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 the play structure surface, and the gap between the surface and the cement curb are creating a tripping hazard. Entire surface needs replacing. Chimeny climber on playground broken. Kindergarten slide does not have a hood to prevent students from falling, wood board inserted to block off usage at this time.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	46	51	46	48	46	47
Mathematics (grades 3-8 and 11)	39	42	35	37	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	217	216	99.54	0.46	51.39
Female	119	119	100.00	0.00	47.90
Male	97	96	98.97	1.03	55.21
American Indian or Alaska Native	0	0	0	0	0
Asian	30	30	100.00	0.00	60.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	96	100.00	0.00	32.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	76.00
White	52	51	98.08	1.92	70.59
English Learners	27	27	100.00	0.00	11.11
Foster Youth	0	0	0	0	0
Homeless	22	22	100.00	0.00	22.73
Military	--	--	--	--	--
Socioeconomically Disadvantaged	73	73	100.00	0.00	31.51
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	23	100.00	0.00	13.04

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	217	215	99.08	0.92	41.86
Female	119	118	99.16	0.84	33.05
Male	97	96	98.97	1.03	52.08
American Indian or Alaska Native	0	0	0	0	0
Asian	30	30	100.00	0.00	53.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	96	96	100.00	0.00	27.08
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	25	25	100.00	0.00	52.00
White	52	50	96.15	3.85	62.00
English Learners	27	27	100.00	0.00	7.41
Foster Youth	0	0	0	0	0
Homeless	22	22	100.00	0.00	22.73
Military	--	--	--	--	--
Socioeconomically Disadvantaged	73	73	100.00	0.00	21.92
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	23	22	95.65	4.35	4.55

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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	36.36	41.79	35.35	35.00	30.29	30.73

2023-24 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	67	67	100.00	0.00	41.79
Female	35	35	100.00	0.00	31.43
Male	31	31	100.00	0.00	51.61
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	32	32	100.00	0.00	18.75
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	80.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	22	22	100.00	0.00	27.27
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.

2023-24 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 requires only participation results 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	94	97	92.5	94	92.5

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.

2024-25 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. Our upper-grade students participate in two annual "Learners' Fairs," where they proudly showcase their expertise across various subjects, with parents invited to attend and actively engage in the projects. Additionally, our upper-grade teams organize "Publishing Parties," offering parents the opportunity to visit the campus and enjoy their students' impressive literary presentations. Beyond the classroom, parents are encouraged to join their students on monthly hikes, guided by one of our dedicated Los Paseos teachers, fostering community and connection outside of the school environment. 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 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.

2024-25 Opportunities for Parental Involvement

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	526	448	89	19.9
Female	269	231	52	22.5
Male	256	216	37	17.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	78	69	4	5.8
Black or African American	13	--	--	--
Filipino	20	19	2	10.5
Hispanic or Latino	233	192	50	26.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	49	40	8	20.0
White	104	95	16	16.8
English Learners	92	83	23	27.7
Foster Youth	--	--	--	--
Homeless	87	70	21	30.0
Socioeconomically Disadvantaged	229	200	59	29.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	40	11	27.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	0.84	1.36	0.76	4.44	4.9	5.08	3.17	3.6	3.28
Expulsions	0	0	0	0.15	0.03	0.13	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.76	0.00
Female	0.74	0.00
Male	0.78	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.72	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	1.09	0.00
Foster Youth	0.00	0.00
Homeless	1.15	0.00
Socioeconomically Disadvantaged	1.31	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.27	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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, shelter in place once 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

2024-25 School Safety Plan

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 Behavior Expectations Matrix and teachers explicitly teach what it looks like to be 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.

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		9	2
1	29		8	4
2	38		6	6
3	36		5	4
4	33		6	2
5	35		6	2
Other	42		2	2

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24		6	
1	22		9	
2	22		9	
3	29		6	
4	32		6	
5	34			5
Other	26		3	

2023-24 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

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$10,873.20	$189.46	$10,683.74	$100,271
District	N/A	N/A	$10,555	$106,381
Percent Difference - School Site and District	N/A	N/A	1.2	-5.9
State	N/A	N/A	$10,771	$94,694
Percent Difference - School Site and State	N/A	N/A	-0.8	5.7

Fiscal Year 2023-24 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, Handwriting Without Tears, and MysteryScience.
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, and extracurriculars and provide intervention materials and additional instructional materials.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$60,081	$58,855
Mid-Range Teacher Salary	$101,641	$92,519
Highest Teacher Salary	$128,610	$114,665
Average Principal Salary (Elementary)	$145,971	$142,791
Average Principal Salary (Middle)	$154,924	$151,078
Average Principal Salary (High)	$168,098	$167,094
Superintendent Salary	$297,357	$281,086
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

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 24-25, 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). This year, Los Paseos has also embarked on a 3 year grant partnership with the Gates Foundation, together we work to Articulate a vision for learning preschool to third grade, Focus on Common High-leverage Pedagogical Practices, Create a system of aligned data and assessment that provides a complete view of student progress PreK-3 and Strengthen a system to build teacher & administrator capacity. Teachers engage in directly learning and training opportunities both remotely and in person, are given planning and reflection time and have engaged in site and cross-site instructional rounds to improve student learning in math.

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.

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8