Los Paseos Elementary

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

2025-26 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	Dr. 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

2025-26 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

2025-26 School Description and Mission Statement

Los Paseos Elementary, serving the suburban South San Jose community since 1975, reflects the economic and cultural diversity of Silicon Valley. The school fosters an inclusive environment for students in grades TK–5, emphasizing awareness, acceptance, and the celebration of each student's unique strengths, including bilingualism. Guided by the core expectations to show respect, make good decisions, and solve problems, Los Paseos is committed to educating the whole child and sustaining a joyful, supportive learning community.

Grounded in the belief that all students can learn at high levels and contribute positively to society, Los Paseos prioritizes tapping into each child's potential and developing 21st-century skills such as communication, collaboration, creativity, and critical thinking. Staff work collaboratively to ensure instruction is aligned with state standards and delivered within a language-rich environment that also supports social-emotional growth. Teams analyze data, plan standards-based lessons, enrich literacy, deepen mathematical understanding, and differentiate instruction. Our commitment to ongoing professional learning, including student engagement strategies, GLAD methods, and peer observations, supports high-quality instruction and joyful, engaged teaching and learning.

Los Paseos offers a range of enrichment opportunities supported by its Home & School Club, including teacher-led lunchtime clubs, structured recess through the Playlosophy program, an annual overnight Science Camp for 5th graders, and a multitude of content-tied fieldtrips for all grade levels. Schoolwide community building is strengthened through monthly Panther Pride assemblies led by the student Spirit Squad, which highlights positive character traits such as collaboration, integrity, trustworthiness, and empathy. Positive behavior practices, along with counseling and social-emotional supports offered through the school's Wellness Counselor and community partners, help maintain a safe, respectful, and supportive school climate for all students.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	80
Grade 1	51
Grade 2	63
Grade 3	63
Grade 4	68
Grade 5	78
Total Enrollment	403

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	54.3
Male	45.7
American Indian or Alaska Native	0.7
Asian	17.1
Black or African American	2.2
Filipino	3.7
Hispanic or Latino	42.2
Native Hawaiian or Pacific Islander	0.7
Two or More Races	8.2
White	21.1
English Learners	15.4
Foster Youth	0.5
Homeless	14.6
Migrant	1.7
Socioeconomically Disadvantaged	40.4
Students with Disabilities	7.9

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.

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)	18.5	100	312.7	86.75	234405.2	84
Intern Credential Holders Properly Assigned	0	0	3.5	0.97	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	37.6	10.43	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.5	1.27	11953.1	4.28
Unknown/Incomplete/NA	0	0	2	0.57	15831.9	5.67
Total Teaching Positions	18.5	100	360.4	100	279044.8	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.

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	90.74	313.9	80.52	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.7	0.96	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.4	7.93	56.1	14.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.2	1.34	11746.9	4.23
Unknown/Incomplete/NA	0.2	1.33	10.8	2.79	14303.8	5.15
Total Teaching Positions	18.7	100	389.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	16.4	87.99	313	77.83	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5.4	1.36	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	12.01	74.4	18.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.6	2.15	12112.8	4.34
Unknown/Incomplete/NA	0	0	0.5	0.12	13705.8	4.91
Total Teaching Positions	18.7	100	402.2	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	1.4	2.2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1.4	2.2

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	17	35.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	17	0

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

2025-26 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	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education World of Wonders, Gr TK, McGraw Hill Wonders, Gr K-5	0
Mathematics	Envision K-5	0
Science	TWIG Science by TWIG Education Gr K-5	0
History-Social Science	My World SAAVAS Learning Company	0
Health	Positive Prevention Plus Grade 5 English Version Spanish Version	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.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report	January 2025

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	Interior Surfaces Poor – Broken or stained or missing ceiling tiles, floor tiles loose or broken, cabinet handle is missing, rubber transition from carpet to tile is chipped or missing, Formica trim is chipped, wall paper is peeling, Ceiling at stage is damaged. In process of ordering and replacing ceiling tiles and floor tiles at this location, repairing wall paper. Reinstall broken cabinet handle and repair Formica counter trim, will get a contractor to repair ceiling
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	

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	51	41	48	50	47	48
Mathematics (grades 3-8 and 11)	42	31	37	38	35	37

2024-25 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	205	203	99.02	0.98	40.89
Female	112	112	100.00	0.00	38.39
Male	93	91	97.85	2.15	43.96
American Indian or Alaska Native	--	--	--	--	--
Asian	35	34	97.14	2.86	38.24
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	87	86	98.85	1.15	29.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100.00	0.00	45.83
White	44	44	100.00	0.00	61.36
English Learners	26	26	100.00	0.00	3.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	56	55	98.21	1.79	25.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	24	100.00	0.00	8.33

2024-25 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	205	203	99.02	0.98	30.54
Female	112	112	100.00	0.00	22.32
Male	93	91	97.85	2.15	40.66
American Indian or Alaska Native	--	--	--	--	--
Asian	35	34	97.14	2.86	47.06
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	87	86	98.85	1.15	16.28
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	24	100.00	0.00	37.50
White	44	44	100.00	0.00	43.18
English Learners	26	26	100.00	0.00	7.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	56	55	98.21	1.79	14.55
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	24	100.00	0.00	4.17

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	41.79	38.16	35	36.92	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	76	76	100.00	0.00	38.16
Female	43	43	100.00	0.00	30.23
Male	33	33	100.00	0.00	48.48
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	30.77
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	33	33	100.00	0.00	27.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	17	17	100.00	0.00	64.71
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.00	0.00	14.29
Students Receiving Migrant Education Services	--	--	--	--	--
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.

2024-25 California Physical Fitness Test Participation Rates

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	93.4	88.2	94.7	90.8	94.7

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.

2025-26 Opportunities for Parental Involvement

We value parents and guardians as essential partners in student success. Families are encouraged to participate in the School Site Council, which collaborates with school leadership to guide programmatic and budget decisions aligned with the School Plan for Student Achievement (SPSA). Parents of English learners play a critical role in the English Learner Advisory Committee (ELAC) and support outreach to new families. Attendance at Back-to-School Night, Open House, and November parent-teacher conferences remains strong, reflecting the community's high level of engagement. Beyond these formal leadership and communication opportunities, we continue to expand meaningful avenues for parents and guardians to connect with and support learning.

This year, we increased efforts to welcome families into instructional spaces to celebrate student learning. Kindergarten students host several "Book Fairs" throughout the year, inviting families to listen to student-authored books and interact with young writers. Parents and guardians are also invited to participate in classroom cultural fairs, math game mornings, fraction days, showcases, and other learning experiences. They support field trips as chaperones and assist with special classroom projects, including cultural celebrations. Upper-grade students participate in two annual "Learners' Fairs," where they present cross-disciplinary projects to families, as well as "Publishing Parties" that highlight their writing achievements. Monthly community hikes, led by a Los Paseos teacher, offer an additional opportunity for families to connect outside the classroom. The YMCA Project Cornerstone program, coordinated by a parent volunteer, further supports parent involvement by inviting adults to read and facilitate activities in classrooms; this year, we welcomed a consistent group of volunteers through this program.

To support ongoing communication and build stronger home–school connections, the principal hosts monthly coffee chats that focus on learning-centered topics such as parent book studies, counting collections, number talks, and strategies families can use to reinforce classroom learning at home. Every classroom has a designated room parent who serves as a liaison between school and home, helping to organize volunteers, coordinate special projects, and support classroom celebrations. The Home and School Club plays an active role in recruiting volunteers and coordinating schoolwide events and fundraisers. Funds raised support field trips, Playlosophy, assemblies, Science Camp scholarships, teacher grants, and appreciation events, as well as family activities such as movie nights, dances, carnivals, and book fairs. The commitment of our volunteers and family partners is instrumental to our school's success, and we remain deeply grateful for their ongoing support.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	427	420	73	17.4
Female	232	227	40	17.6
Male	195	193	33	17.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	72	70	6	8.6
Black or African American	11	11	3	27.3
Filipino	15	15	1	6.7
Hispanic or Latino	187	184	39	21.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	34	34	3	8.8
White	85	85	14	16.5
English Learners	72	69	12	17.4
Foster Youth	--	--	--	--
Homeless	73	70	16	22.9
Socioeconomically Disadvantaged	185	181	47	26.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	46	45	12	26.7

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.36	0.76	0.7	4.9	5.08	3.47	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0.13	0.09	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.70	0.00
Female	0.00	0.00
Male	1.54	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	1.60	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	1.37	0.00
Socioeconomically Disadvantaged	1.08	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.17	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.

2025-26 School Safety Plan

The Comprehensive School Safety Plan (CSSP) is reviewed each fall by the School Site Council and is shared with staff annually. A copy of the plan is available for parents and guardians to review in the front office. The CSSP was most recently reviewed and approved by the School Site Council in September 2025. The plan outlines emergency procedures, evacuation routes, and inventories of emergency supplies. Staff engage with the plan during annual safety trainings and schoolwide meetings. Drill schedules include monthly fire drills, three earthquake drills each year, an annual shelter-in-place drill, and additional emergency preparedness or lockdown drills as needed. All staff also participate in annual “Run, Hide, Defend” training led by the Morgan Hill Police Department’s School Resource Officer.

School staff provide active supervision of the campus 15 minutes before and after school and during recess and lunch periods. Teachers and staff explicitly teach and reinforce expectations for safe and responsible behavior in all school settings. The campus remains closed during instructional hours. All visitors must enter through the main office, sign in, and wear a visitor badge while on site, ensuring appropriate identification and accountability.

Los Paseos maintains high expectations for student behavior to support a positive and safe school environment. At the beginning of the school year, students receive a Behavior Expectations Matrix, and teachers provide direct instruction on what it means to be safe, respectful, and responsible across campus. Expectations are reviewed throughout the year as needed. Parents are informed that only the main entrance remains open during school hours, with all perimeter gates locked for security. All volunteers are fingerprinted through the district and issued a district photo identification badge, ensuring a safe and monitored environment for students.

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.

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
TK	0	0	0	0
K	23	0	2	0
1	26	0	2	0
2	24	0	3	0
3	25	0	2	0
4	32	0	3	0
5	32	0	3	0
6	0	0	0	0
Other	0	0	0	0

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	0	6	0
1	22	0	9	0
2	22	0	9	0
3	29	0	6	0
4	32	0	6	0
5	34	0	0	5
6	0	0	0	0
Other	26	0	3	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	0	0	0	0
K	22	0	2	0
1	26	0	2	0
2	24	0	3	0
3	26	0	2	0
4	28	0	3	0
5	30	0	3	0
6	0	0	0	0
Other	0	0	0	0

2024-25 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	438

2024-25 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.6
Resource Specialist (non-teaching)	
Other	5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$11,370.53	$162.70	$11,207.83	$100,271
District	N/A	N/A	$11,095.33	$105,310
Percent Difference - School Site and District	N/A	N/A	1.0	-4.9
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	0.6	0.2

Fiscal Year 2024-25 Types of Services Funded

Site funds are strategically allocated to support student achievement and ensure a safe, well-functioning learning environment. Los Paseos funds a full-time reading intervention teacher who provides targeted, intensive support for students performing below proficiency in English Language Arts. In addition, an MTSS (Multi-Tiered Systems of Support) paraprofessional collaborates with classroom teachers to support striving readers and accelerate academic growth. Site funds also provide teacher release time and substitute coverage, enabling staff to engage in ongoing professional learning, collaboration, and data-driven instructional planning throughout the year.

To maintain a safe and supportive campus, additional hours are funded for student supervisors to provide supervision before and after school and during recess and lunch periods. Site funds also support supplemental instructional technology programs, including BrainPOP, Flocabulary, and Mystery Science, which enhance engagement and deepen student understanding across content areas.

Beyond instructional supports, site and state funds contribute to the daily operation of the school, the purchase of classroom supplies, and access to enrichment opportunities. These funds support extracurricular offerings aligned with student interests,

Fiscal Year 2024-25 Types of Services Funded

such as lunchtime clubs and the Playlosophy structured recess program. State funds further enhance technology access, provide intervention and instructional materials, and expand enrichment opportunities, ensuring equitable access to a well-rounded educational experience for all students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$63,686	$62,145
Mid-Range Teacher Salary	$107,739	$97,088
Highest Teacher Salary	$136,327	$120,436
Average Principal Salary (Elementary)	$154,729	$151,343
Average Principal Salary (Middle)	$164,219	$159,514
Average Principal Salary (High)	$178,185	$177,261
Superintendent Salary	$297,357	$294,805
Percent of Budget for Teacher Salaries	32.11%	29.95%
Percent of Budget for Administrative Salaries	5.62%	5.4%

Professional Development

Los Paseos Elementary is a community of learners committed to continuous improvement through a strong Professional Learning Community (PLC) model. Teachers and staff engage in weekly collaboration, district-led professional development, and site-based learning opportunities. Annually, teachers participate in two full-day professional development sessions and approximately 20 additional hour-long collaboration and learning opportunities throughout the school year. These structures support reflective practice, instructional alignment, and a shared commitment to student success.

Instructional leadership is supported by the Guiding Coalition/Instructional Leadership Team, composed of teacher leaders and administrators, which develops and coordinates a master agenda for grade-level collaboration. Staff share a common understanding that effective teaching results from the intentional integration of standards-based curriculum, evidence-based instructional practices, and responsive teaching grounded in student needs. A sustained focus on strong first instruction and continuous improvement in teaching and learning guides professional collaboration across the school.

High levels of learning for all students are supported through consistent grade-level and cross-grade collaboration. Grade-level teams meet weekly during Professional Learning Team (PLT) meetings to analyze essential standards, review student data, calibrate instructional practices, and share innovative strategies. These collaborative practices ensure instructional coherence, promote equity, and support data-informed decision-making to meet the diverse needs of learners.

During the 2025–26 school year, Los Paseos continued its partnership with California Education Partners through the P3CC initiative. This work focuses on developing a shared vision for deep mathematical learning from preschool through third grade, strengthening high-leverage instructional practices, aligning assessment and data systems to monitor student progress, and building educator capacity. Teachers participate in professional learning sessions, planning and reflection time, and site-based and cross-site instructional rounds. Now in the second year of the grant, the learning has expanded to all grade levels and extended to families through hands-on learning opportunities, parent book clubs, and shared instructional practices to support learning at home.

In addition to site-based learning, administrators and teachers receive ongoing professional development during the school year and summer through district support and external partners. Key focus areas this year included Universal Design for

Professional Development

Learning (UDL), English Learner Development, and inclusive practices. Professional development efforts are intentionally aligned to each school's School Plan for Student Achievement (SPSA) and the district's Local Control and Accountability Plan (LCAP), ensuring coherence and impact across all learning initiatives.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8