

**Los Paseos Elementary**  
**School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

**Address:** 121 Avenida Grande  
San Jose, CA , 95139-1107

**Principal:** Debbie Stewart, Principal

**Phone:** (408) 201-6420

**Grade Span:** K-5

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, 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 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.

# About This School

## Debbie Stewart, Principal

📍 Principal, Los Paseos Elementary

### About Our School

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### Contact

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Los Paseos Elementary  
121 Avenida Grande  
San Jose, CA 95139-1107

Phone: (408) 201-6420  
Email: [stewartd@mhusd.org](mailto:stewartd@mhusd.org)

## Contact Information (School Year 2021—2022)

### District Contact Information (School Year 2021—2022)

District Name	Morgan Hill Unified
Phone Number	(408) 201-6023
Superintendent	Garcia, Carmen
Email Address	<a href="mailto:garciacarmen@mhusd.org">garciacarmen@mhusd.org</a>
Website	<a href="http://www.mhusd.org">www.mhusd.org</a>

### School Contact Information (School Year 2021—2022)

School Name	Los Paseos Elementary
Street	121 Avenida Grande
City, State, Zip	San Jose, CA , 95139-1107
Phone Number	(408) 201-6420
Principal	Debbie Stewart, Principal
Email Address	<a href="mailto:stewartd@mhusd.org">stewartd@mhusd.org</a>
Website	<a href="https://lospaseos.mhusd.org/">https://lospaseos.mhusd.org/</a>
County-District-School (CDS) Code	43695836095392

*Last updated: 1/14/22*

School Description and Mission Statement (School Year 2021—2022)

The Los Paseos School community reflects the richness of Silicon Valley’s economic, cultural, and ethnic diversity. Los Paseos fosters an inclusive environment supporting all students in grades TK-Fifth Grade. Our campus climate encourages awareness and acceptance of our differences and unique gifts, both of which help all students build character and thrive academically and socially. Panther students of all ages are challenged to show respect to all, make good decisions, and to solve problems. We strive to support student well-being and foster the development of a growth mindset as students are learning at high levels. Los Paseos Elementary has served students in the suburban South San Jose area of the Morgan Hill Unified School District since 1975.

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

Los Paseos staff members work collaboratively to provide our students the best learning opportunities possible. We provide students an opportunity to be immersed in a language-rich environment while developing social and emotional skills necessary for success. Grade level teams work together weekly to plan instruction, enrich reading opportunities, develop lessons to increase number sense in mathematics, and differentiate curriculum to best support student learning styles. Best practices include sharing student engagement strategies, Guided Language Acquisition Design (GLAD) strategies, and teacher/peer observations and mentoring. We believe that joyful and passionate teaching results in engaged learners, increasing their capacity to retain and understand information.

As we return to in-person school following the Covid pandemic shutdown, we continue to provide academic instruction and social-emotional support. Teachers communicate with students and parents on a daily and/or weekly basis using tools such as ParentSquare, ClassTag, and Seesaw. Students are offered activities such as STEAM opportunities, Coding Club, Reading/Writing Club, PE, Dance, Music, and other enrichment offerings by our teachers. Some of these activities are partly funded by the Los Paseos Home & School Club.

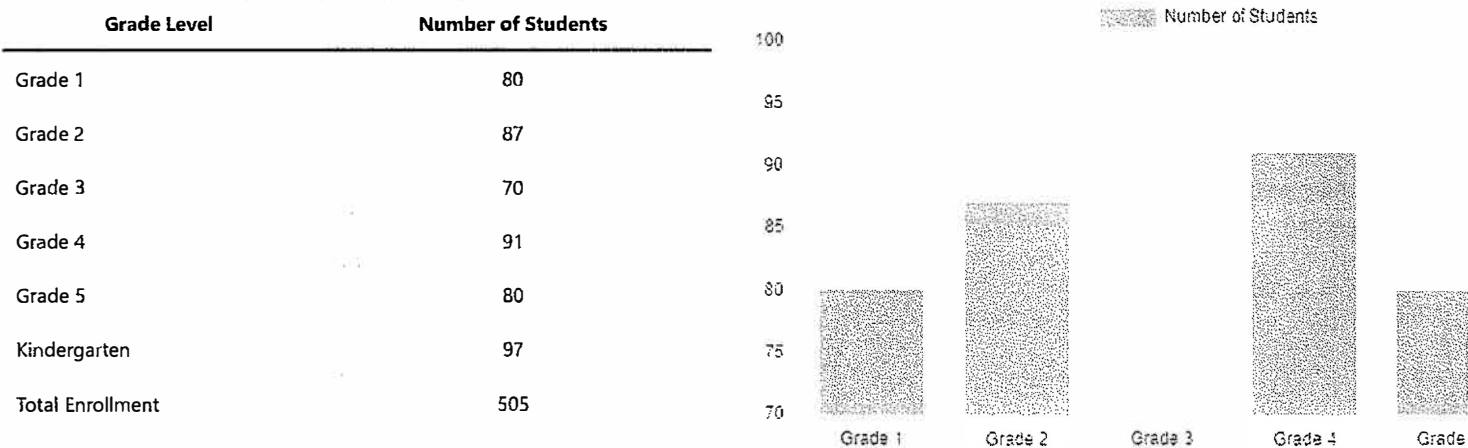
The Los Paseos Home and School Club supports many enrichment opportunities for students and supports specific financial needs. Our Home & School Club works in tandem with school staff to build community and support teachers. Great effort is put forth all year to raise funds that support field trips, assemblies, and classroom supplies for our students. In a typical year, the Home and School Club supports family involvement efforts such as Movie Nights, Math & Science Night, International Fair, and Family Nights Out. Each classroom has a Home and School Club representative, or Room Parent, that works as a liaison between the parents and the Home and School Club.

Panther Pride is abundant at Los Paseos. During in-person schooling, We have monthly assemblies where our school wide Panther Rap is chanted. These assemblies are led by the student council, which is comprised of 4th & 5th graders led by one of our teachers. Our safety patrol takes great pride in greeting cars and assisting in opening car doors every morning as we welcome students to school. Many staff members have been formally trained in Project Cornerstone which focuses on supporting and building developmental assets in children. Additionally, Los Paseos staff and students participate in PBIS (Positive Behavior Interventions and Supports), which helps to provide all students strategies on helping themselves and others. Counseling and social emotional support for students and families is available through our strong partnership with community agencies such as Community Solutions and Discovery Counseling. Students and parents are connected with behavioral and mental health supports upon request or by teacher or principal recommendation.

Last updated: 1/19/22

Student Enrollment by Grade Level (School Year 2020—2021)

Kindergarten numbers reflect combined totals for Kindergarten and Transitional Kindergarten.



Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group	Student Group (Other)	Student Group
Black or African American	2.40%	Socioeconomically Disadvantaged	37.60%
American Indian or Alaska Native	0.80%	English Learners	18.20%
Asian	11.90%	Students with Disabilities	8.70%
Filipino	3.80%	Foster Youth	0.00%
Hispanic or Latino	49.70%	Homeless	16.80%
Native Hawaiian or Pacific Islander	0.60%		
White	19.00%		
Two or More Races	8.50%		

## 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

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year

2021—2022) Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Read 180 Stage A-C System 44 W.O.W. My Word Book Readers Your Turn Practice Book Close Reading Companion ELD Companion (EL's Only) Literature Anthology Readers, Writer's Workshop Expanding/Bridging ELD Companion Emerging ELD Companion Unit 1-6	Yes	0%
Mathematics	Investigations Worktext	Yes	0%
Science	Twig Science Module 1-5	Yes	0%
History-Social Science	My World Worktext	Yes	0%
Foreign Language	n/a		0%
Health	n/a		0%
Visual and Performing Arts	n/a		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

*Last updated: 12/28/21*

### School Facility Conditions and Planned Improvements

Generally the entire campus (inside and outside) is well maintained. Some finishes are near the end of their life (flooring, casework, ceiling tiles) but are being maintained in a safe and clean way. There are some sheet vinyl floors in restrooms that are beginning to fail and need some attention.

*Last updated: 1/18/22*

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

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

Year and month of the most recent FIT report: January 2022

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2022

Overall Rating	Good
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Last updated: 1/18/22

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in ELA and Mathematics for All Students

##### Grades Three through Eight and Grade Eleven

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

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/11/22*

## Los Paseos Elementary School

English Language Arts	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	239	233	97%	3%	83%
Female	103	102	99%	1%	87%
Male	136	131	96%	4%	79%
American Indian or Alaskan Native	2	1	50%	50%	
Asian	22	22	100%	0%	91%
Black or African American	8	8	100%	0%	
Filipino	6	6	100%	0%	
Hispanic or Latino	133	130	98%	2%	78%
Native Hawaiian or Pacific Islander	3	3	100%	0%	
Not Specified	7	5	71%	29%	
Two or More Races	18	18	100%	0%	83%
White	40	40	100%	0%	93%
English Learners	43	42	98%	2%	69%
Foster Youth	0				
Homeless	41	39	95%	5%	77%
Military	23	23	100%	0%	83%
Socioeconomically Disadvantaged	94	90	96%	4%	72%
Migrant Education	3	3	100%	0%	
Students with Disabilities	32	31	97%	3%	42%
Mathematics	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	239	236	99%	1%	77%
Female	103	103	100%	0%	82%
Male	136	133	98%	2%	73%
American Indian or Alaskan Native	2	2	100%	0%	
Asian	22	22	100%	0%	86%
Black or African American	8	8	100%	0%	
Filipino	6	6	100%	0%	
Hispanic or Latino	133	131	98%	2%	68%
Native Hawaiian or Pacific Islander	3	3	100%	0%	
Not Specified	7	6	86%	14%	
Two or More Races	18	18	100%	0%	83%
White	40	40	100%	0%	95%
English Learners	43	43	100%	0%	51%
Foster Youth	0				
Homeless	41	40	98%	2%	70%
Military	23	23	100%	0%	78%
Socioeconomically Disadvantaged	94	92	98%	2%	66%
Migrant Education	3	3	100%	0%	
Students with Disabilities	32	31	97%	3%	42%

Note: NWEA MAP growth assessments in Mathematics and English Language Arts/Reading were administered in the spring of 2020-21 to students in grades 3-8, 11. Percent at or above grade level was determined by the number of students scoring above one standard deviation below the NWEA Nationally Normed grade level averages determined by the pre-pandemic NWEA National norm study. Student groups with less than 10 members do not report Percent At or Above grade level in accordance with Federal Data Privacy requirements.



**CAASPP Test Results in Science for All Students**  
**Grades Five, Eight and High School**  
**Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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

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

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

*Last updated: 1/11/22*

**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

**California Physical Fitness Test Results (School Year 2020—2021)**

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

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

*Last updated: 1/11/22*

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2021-2022)

Our goal is always to create a true family-school partnership where all stakeholders have an opportunity to provide valued input and partner in the education of our students. Parents are encouraged to participate in our Home & School Club, School Site Council, and English Learners Advisory Committee. During the Covid-19 pandemic, we have continued to offer regular educational partner meetings via Zoom. All meetings are attended by our school principal who uses these opportunities to connect with parents and families.

Our School Site Council works with the school administration to help create our School Plan for Student Achievement and make financial decisions. Parents of English learners are vital to our English Language Advisory Committee and to our outreach efforts on behalf of new families. Parents are encouraged to attend Back-to-School Night at the beginning of the year and our Open House at the end of the year, as well as their child's teacher conference held in November. Additionally, grade levels offer special events and learning opportunities throughout the year where parents are invited to support special activities for their children.

Every classroom has a Room Parent who acts as a liaison between the school and the home. Room parents help to organize volunteers to help with special projects in the classroom, chaperone on field trips and other events. Parents are encouraged to volunteer in their child's classroom. Our Home and School Club actively recruits volunteers to help with various activities and fundraisers held throughout the year. The Home and School Club generously supports our dance program, Coach Khoa, assemblies, and many other needs that arise throughout the year. They also plan family events to build community at our school, including family movie night, read-a-thons, and other events. Without volunteers, none of these things would be possible. Our Home and School Club raises funds for classroom supplies, field trips, library books, and special assemblies through our annual Book Fair, Apex Fun Run and Great American Fundraiser. Parents interested in volunteering can contact our Home & School Club at [board@lp-hsc.com](mailto:board@lp-hsc.com) or the front office at (408) 201-6420.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	--	--	--	12.20%	9.00%	3.30%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	84.00%	87.00%	89.20%	84.50%	84.20%	83.60%

## 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

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.56%	0.00%	4.97%	0.07%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.16%	0.00%	0.08%	0.00%

### Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	1.11%	3.64%	2.45%
Expulsions	0.00%	0.110%	0.05%

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

*Last updated: 1/11/22*

## School Safety Plan (School Year 2021-2022)

Los Paseos staff and students take pride in our safe, orderly, and clean campus. In 2021, our efforts are focused on maintaining a safe and healthy campus to prevent the transmission of Covid-19. Our school safety team has reviewed County Health and District recommendations and makes sure those recommendations are followed. Our mitigation efforts include required indoor masking, recommended outdoor masking, hand hygiene, increased air filtration, and distancing when feasible.

The School Safety Plan is reviewed each fall by the School Site Council. It is also shared and reviewed with staff annually. The Safety Plan was last reviewed in September 2021. During the Covid-19 pandemic, we are revisiting the plan regularly. In a typical year, staff and parent volunteers monitor the school grounds for 20 minutes before and after school as well as at recess and at lunch time. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. Visitors must enter the school through the main door and sign in at the office, where they receive a visitor's badge to wear throughout their stay.

Our safety plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We review the plan with all staff during our annual training and school-wide staff meetings. We practice a fire drill each month, earthquake drills three times a year, and review emergency preparedness as needed. An annual "Run, Hide, Defend" Training is provided for all staff each year by our MHPD School Resource Officer.

Los Paseos holds high expectations that all students will follow our school rules to promote a positive and safe school environment. On the first day of school, students are introduced to our PAWS Behavior Expectations Matrix and teachers guide students in learning what it looks like to be Peaceful, Aware, Wise, and Safe in every area on campus. Parents are informed that there is one main entrance to school and that perimeter gates are locked during the school day. All volunteers are fingerprinted by the district and granted a photo ID badge that identifies them as a parent volunteer.

*Last updated: 12/27/21*

## D. Other SARC information

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

### Average Class Size and Class Size Distribution (Elementary) School Year 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	25.00		4	
1	22.00		3	
2	26.00		3	
3	25.00		3	
4	25.00		3	
5	20.00	2	3	
6				
Other**	7.00	1		0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	26.00		3	
1	25.00		3	
2	26.00		2	
3	30.00		3	
4	29.00		2	
5	21.00	1	2	
6				
Other**	13.00	3	2	

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes *1-20</b>	<b>Number of Classes *21-32</b>	<b>Number of Classes 33+</b>
K	26.0		3	
1	26.0		3	
2	26.00		2	
3	30.00		2	
4	30.00		3	
5	25.00		3	
6				
Other**	20.00	1	3	

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

**Ratio of Pupils to Academic Counselor (School Year 2020—2021)**

Title	Ratio
Pupils to Academic Counselor*	0.0

*Last updated: 1/1/00*

\* One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Student Support Services Staff (School Year 2020—2021)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.64
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	0.50
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.20

*Last updated: 1/1/00*

\* 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.

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5119.67	\$88.53	\$5031.15	\$77538.00
District	N/A	N/A	\$8232.56	\$82914.00
Percent Difference – School Site and District	N/A	N/A	-48.30%	-6.70%
State	N/A	N/A	\$8443.83	\$81044.00
Percent Difference – School Site and State	N/A	N/A	-50.70%	-4.40%

*Last updated: 1/11/22*

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

### Types of Services Funded (Fiscal Year 2020–2021)

We fund a full time Resource teacher to provide intensive support for kindergarten through fifth grade students who are striving for proficiency in English Language Arts and/or those students who would benefit from designated English language instruction. Additionally, we have a full time reading intervention teacher and a paraprofessional who works with striving readers to bring them up to grade level. These intensive sessions help students gain foundational literacy skills through small group instruction and/or reading programs such as Read180 and Leveled Literacy Intervention. Every Los Paseos student has an account for Core Lexia and Raz Kids. These computer-based programs are used as both an intervention and enrichment to help all students with foundational literacy skills and reading comprehension. Additional school-based monies are used mainly for instructional supplies and materials.

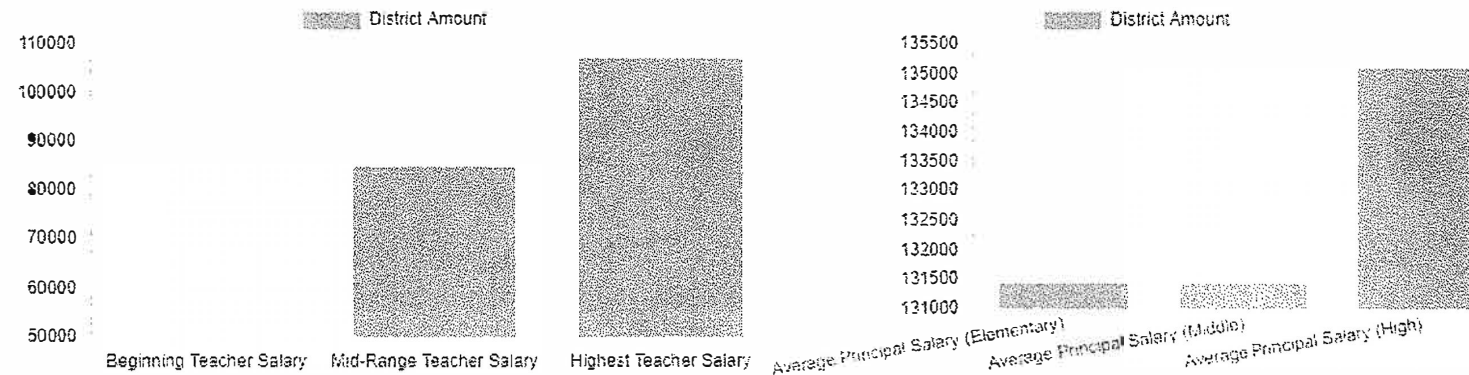
We fund an array of extracurricular offerings tailored to student interests such as our Imagineers Club, Comic Book Club, Reading Club, Mini Mermaids Running Club, Play/Sports Club, Performing Arts and more.

Last updated: 12/27/21

### Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50058.00	\$51029.00
Mid-Range Teacher Salary	\$84684.00	\$78583.00
Highest Teacher Salary	\$107152.00	\$99506.00
Average Principal Salary (Elementary)	\$124783.00	\$124576.00
Average Principal Salary (Middle)	\$131437.00	\$131395.00
Average Principal Salary (High)	\$135073.00	---
Superintendent Salary	\$278901.00	\$240194.00
Percent of Budget for Teacher Salaries	33.00%	34.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated:

## Professional Development

This year, our instructional area of focus is combining social-emotional learning with ample opportunities for building literacy and numeracy. We have found this to be necessary as students return to in-person school during the Covid-19 pandemic and adjust or re-adjust to the school environment.

Los Paseos teachers participate in weekly professional development to refine their instruction and analyze student learning. Together, teachers have worked to identify priority standards as we work to align instruction across classrooms and through grade levels. Teachers are supported by grade-level teams, cross-grade level teams, an instructional coach on site 3 days per week, and administrative support.

We believe that when students and teachers are working with each other, they become more aware of their learning, becoming stronger critical thinkers and problem solvers. This in turn strengthens our learning community. Los Paseos teachers and staff promote a Professional Learning Community through weekly collaboration, district professional development, and on-site activities. Each year, teachers participate in two all-day professional development offerings as well as approximately 20 hour-long staff professional development/collaboration opportunities throughout the year.

The Instructional Leadership Team/Guiding Coalition, composed of grade level leaders, helps to plan a master agenda of options for grade level meetings. Los Paseos staff members understand that effective teaching results from the skillful weaving of curriculum, carefully selected instructional practices, and thoughtful responses to student activity. A focus remains on good first instruction and how to improve teaching and learning. Teachers participate in monthly analysis of instructional strategies, and many also are participating in an optional lunchtime book study of professional titles focused on optimizing school climate and instruction.

The focus areas for staff development were developed by the school leadership team. The three goals and initiatives are the following: 1) Build students' writing skills through effective instructional practices and authentic writing experiences, 2) Raise the level of academic engagement and learning across all student groups, and 3) Ensure an equitable and safe environment through building trusting relationships, honoring student cultures, and providing positive supports.

These goals continue to be addressed through collaboration with grade level and cross-grade level teams. We are updating our peer classroom visitations to encourage grade level teams to calibrate best classroom practices and promote innovation. We are focused on developing connections and trusting relationships, schoolwide teaching of behavior expectations, RTI programs for intervention and support to ensure common language and structure for stakeholders. The Los Paseos staff continues to work towards the district's initiatives of aligning instruction and meeting the needs of every child, every day. We also utilize Common Core State Standards, Next Generation Science Standards (NGSS), English Language Development, Foundational Literacy Skills, and Multi Tiered Systems of Support (MTSS in planning our programs). We continue positive behavior supports and interventions throughout the school.

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	6	9	9