

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17



Los Paseos Elementary

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

Principal: Jenna Mittleman, Principal

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Web Site:

CDS Code: 43695836095392



Morgan Hill Unified

Superintendent: Steve Betando

Phone: (408) 201-6023

Email: betandos@mhusd.org

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I DATA AND ACCESS

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).%

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.

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Morgan Hill Unified
 Phone Number: (408) 201-6023
 Superintendent: Steve Betando
 E-mail Address: betandos@mhusd.org
 Web Site: www.mhusd.org

School Contact Information Most Recent Year

School Name: Los Paseos Elementary
 Street: 121 Avenida Grande
 City, State, Zip: San Jose, CA 95139-1107
 Phone Number: (408) 201-6420
 Principal: Jenna Mittleman, Principal
 E-mail Address: mittlemanj@mhusd.org
 Web Site:
 County-District-School
 (CDS) Code: 43695836095392

School Description and Mission Statement (School Year 2016–17)

Los Paseos has served students in the suburban South San Jose area of the Morgan Hill Unified School District since 1975. The student and staff population reflect Silicon Valley's economic and ethnic diversity, including physical and social complexities. Los Paseos fosters an inclusive environment of supporting students with special learning and therapeutic needs in grades TK-Fifth Grade. Our campus climate facilitates awareness and acceptance, both of which help all students build character. Panther students of all ages are challenged to display their personal best in pursuit to achieve academic excellence.

Vision and Mission Statement:

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 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 education possible based on the Common Core Standards. Staff members are proud to have added a Transitional Kindergarten class to campus this year. Providing students who meet the age criteria an opportunity to be immersed in a language-rich environment while enriching social and emotional skills will better prepare students to be successful in Kindergarten and beyond. 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 expand information.

This is the first year that Los Paseos have implemented a school-wide extended day program called "ASEP" or After School Enrichment Program. Targeted students include 1st through 5th grade students who are performing either far below grade level or somewhat below grade level. The ultimate goal is to help these "bubble" students overcome any academic hurdles preventing them from feeling or achieving success at meeting their grade level standards. In English Language Arts, the overview of focus skills include the following: phonics, sight words, comprehension, main ideas, predicting, fluency, summarizing, figurative language, and making inferences. In Math, the overview of focus skills include the following: math fact fluency, place value, regrouping (addition & subtraction), multiplication, division, fractions, geometry, and measurement. In writing, the area of focus includes the following: grammar, sentence structure, and paragraph writing. The ASEP team will be discussing goals with each grade level team to ensure that students are working towards meeting the standards currently being addressed in the classroom. In addition, the team will be reviewing and strengthening skills that were previously taught but may not have been mastered during previous years.

Los Paseos offers a wide-range of enrichment opportunities for our students which are funded by the Home & School Club. Khoa Nguyen or "Coach", from One Yard, is the school coach who helps to promote good sportsmanship and facilitates physical activity instruction during recesses, lunches, and individual classes weekly. He also has a variety of enrichment after school activities offered during the school year. We have a wonderful music program with Mrs. Karen Crane every Thursday, and a highlight of this program is 5th graders having the opportunity to play recorders. A new addition to Los Paseos this year is a dance and music production class led by instructor Mr. Exavier Viramontez, from Troubadour Beat Lab. Dance styles included swing, line, merengue, waltz, and more! Many grade levels schedule on-site science classes throughout the year. Our GATE club offers amazing classes that students can attend afterschool, including a college tour and physics day at Great America. Our 5th grade students will be attending Science Camp in December.

The Los Paseos Home and School Club also supports many of the enrichment opportunities for students and supports specific financial needs. Great effort is put forth all year to raise funds that support field trips, assemblies, and classroom supplies for our students. The Home and School Club also runs our Books and Beyond program, aimed at encouraging students to read. Students earn a chance to "shop" at our Books and Beyond "store". Our Home and School Club also promotes "community" by offering movie and bingo nights as well as hosting our annual "Spring Carnival". 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. We have monthly Friday assemblies where our school wide Panther Rap is chanted. These assemblies are led by the student council, which is comprised of 4th & 5th graders. Our safety patrol takes great pride in greeting cars and assisting in opening doors every morning. Many staff members have been formally trained in Project Cornerstone and which focuses on supporting and building developmental assets in children. Additionally, Los Paseos staff and students participate in Bullying Prevention, 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 Discovery Counseling. This school year, we are lucky to have two counselors working with Los Paseos students three days weekly.

Student Enrollment by Grade Level (School Year 2015-16)

Student Enrollment by Student Group (School Year 2015-16)

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	68
Grade 1	72
Grade 2	91
Grade 3	89
Grade 4	98
Grade 5	85
Grade 6	92
Total Enrollment	595

Student Group	Percent of Total Enrollment
Black or African American	2.2%
American Indian or Alaska Native	1%
Asian	10.9%
Filipino	4.4%
Hispanic or Latino	44.5%
Native Hawaiian/Pacific Islander	0.3%
White	29.7%
Two or More Races	5.7%
Socioeconomically Disadvantaged	34.6%
English Learners	15.3%
Students with Disabilities	13.4%
Foster Youth	1.2%

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.

Teacher Credentials

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	28	27	22	375
Without Full Credential	0	1	2	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	11

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

NOTE: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	97.77%	2.23%
High-Poverty Schools in District	98.21%	1.79%
Low-Poverty Schools in District	94.39%	5.61%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: December 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Engage NY, Grades TK-6 Language Arts (TK-2: Core Knowledge, gr 3-6 Expeditionary Learning)	yes	0%
Mathematics	Pearson Investigations with Envision supplement Gr K-5	yes	0%
Science	MacMillian-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science Series	yes	0%
History-Social Science	Houghton Mifflin Social Science Series McDougal Littell CA	yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements

Los Paseos was designed as a neighborhood school. The walkways from the adjacent park and neighborhoods create a safe flowing walking route to the campus. In a joint use partnership with the City of San Jose, we constructed a multi-purpose building with an attached teen center for afterschool activities. This allowed for our students to enjoy a library/media center, stage, cafeteria and basketball court.

Maintenance, Grounds and the Custodial staff continue to work together to provide a safe, clean and well maintained learning environment to help support student achievement.

As part of the Measure G Bond funds, Los Paseos received a technology infrastructure upgrade which included campus wide WiFi, new phone system and a new clock/public address system. The entire campus was also re-roofed in the summer of 2014.

The playground was resurfaced and game lines redrawn summer 2015.

School Facility Good Repair Status

Using the most recent 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 Overall Rating

Month and year in which data were collected: June 2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	✓	-	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	✓	-	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	Water bottle filling station installed in the MPR.
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	A new shade lunch shelter installed summer 2016.

Overall Facility Rate

Month and year in which data were collected: June 2016

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

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], Science California Standards Tests) 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	53%	51%	51%	53%	44%	48%
Mathematics (grades 3-8 and 11)	44%	48%	43%	43%	34%	36%

NOTE: Scores are not shown 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.

CAASPP Test Results in ELA by Student Group (ELA)
 Grades Three through Eight and Eleven (School Year 2015–16)
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	88	100.00%	37.50%
Male	42	42	100.00%	42.86%
Female	46	46	100.00%	32.61%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	42	100.00%	21.43%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.00%	39.13%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	30	100.00%	16.67%
English Learners	13	13	100.00%	30.77%
Students with Disabilities	15	15	100.00%	20.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	98	96	97.96%	48.96%
Male	52	50	96.15%	52.00%
Female	46	46	100.00%	45.65%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	11	91.67%	54.55%
Filipino	--	--	--	--
Hispanic or Latino	43	42	97.67%	35.71%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100.00%	62.96%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	35	94.59%	40.00%
English Learners	18	16	88.89%	6.25%
Students with Disabilities	19	18	94.74%	27.78%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	81	95.29%	53.09%
Male	46	44	95.65%	45.45%
Female	39	37	94.87%	62.16%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	34	94.44%	50.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.00%	50.00%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	27	90.00%	22.22%
English Learners	--	--	--	--
Students with Disabilities	14	13	92.86%	15.38%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	89	100.00%	65.17%
Male	45	45	100.00%	53.33%
Female	44	44	100.00%	77.27%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	47	100.00%	51.06%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.00%	83.33%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.00%	45.95%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	88	88	100.00%	63.64%
Male	42	42	100.00%	66.67%
Female	46	46	100.00%	60.87%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	42	100.00%	50.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	23	100.00%	69.57%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	30	100.00%	46.67%
English Learners	13	13	100.00%	61.54%
Students with Disabilities	15	15	100.00%	40.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	98	97	98.98%	40.21%
Male	52	51	98.08%	45.10%
Female	46	46	100.00%	34.78%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	12	11	91.67%	63.64%
Filipino	--	--	--	--
Hispanic or Latino	43	43	100.00%	23.26%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100.00%	59.26%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	36	97.30%	27.78%
English Learners	18	17	94.44%	11.76%
Students with Disabilities	19	19	100.00%	10.53%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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.

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	85	81	95.29%	41.98%
Male	46	44	95.65%	38.64%
Female	39	37	94.87%	45.95%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	36	34	94.44%	35.29%
Native Hawaiian or Pacific Islander	--	--	--	--
White	28	28	100.00%	42.86%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	30	27	90.00%	22.22%
English Learners	--	--	--	--
Students with Disabilities	14	13	92.86%	15.38%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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.

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	89	100.00%	48.31%
Male	45	45	100.00%	44.44%
Female	44	44	100.00%	52.27%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	47	100.00%	34.04%
Native Hawaiian or Pacific Islander				
White	24	24	100.00%	66.67%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100.00%	32.43%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

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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 Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	74%	54%	67%	66%	59%	62%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	84	81	96.43%	66.67%
Male	46	44	95.65%	65.91%
Female	38	37	97.37%	67.57%
Black or African American	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	35	34	97.14%	55.88%
Native Hawaiian or Pacific Islander	–	–	–	–
White	28	28	100.00%	71.43%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	29	27	93.10%	51.85%
English Learners	–	–	–	–
Students with Disabilities	14	13	92.86%	38.46%
Students Receiving Migrant Education Services	–	–	–	–
Foster Youth	–	–	–	–

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 2015-16)

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	13.60%	22.20%	21.00%

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.

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 2016–17)

Creating a partnership where all stakeholders have an opportunity to provide input is valued. As evidenced by the Principal's door, we truly believe in an open-door policy. Parents are always welcome to join our School Site Council, which works with the school administration to help 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 the 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.

Every classroom has a room parent who acts as a liaison between the school and the home. Class parents help to organize volunteers to help with special projects in the classroom, chaperone on field trips, etc... Parents are always encouraged to volunteer in their child's classroom. Our very active Home and School Club is always looking for volunteers to help with various activities and fundraisers held throughout the year. The Home and School Club works hard endlessly year long to raise money to fund field trips, assemblies, on-site field trips, transportation cost for field trips, and many other needs that arise throughout the year. They also plan family events to build community at our school, including movie night, bingo night and our annual events such as an annual themed Walk-a-Thon and Spring Carnival. Without volunteers, none of these things would be possible. If you are interested in volunteering please contact the front office at (408) 201-6420.

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

Rate*	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.18	2.73	0	5.67	3.77	3.52	4.36	3.80	3.65
Expulsions	0.00	0.00	0	.22	.25	.12	0.10	0.09	0.09

School Safety Plan – Most Recent Year

Los Paseos staff and students take pride in our safe, orderly, and clean campus. Staff and parent volunteers monitor the school grounds for 30 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 make the plan available on our school Web site and keep copies in the office for parents. We share the plan with all staff during a school-wide staff meeting. We practice a fire drill each month, earthquake drills three times a year, and review emergency preparedness every other month during staff meetings.

Los Paseos holds high expectations that all students will follow our school rules to promote a positive, safe school environment. On the first day of school, students are provided a PAWS Behavior Expectations Matrix and teachers explicitly teach what it looks like to be Peaceful, Aware, Wise, and Safe in every area on campus. Parents are informed that there is one main entrance to school and that perimeter gates are locked at all times.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2009-2010
Year in Program Improvement*	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		3		20	1	3		21	1	2	
1	28		3		26		3		22		3	
2	28		3		30		3		30		4	
3	26		3		23	1	3		30		3	
4	32		3		28		3		29		3	
5	32		2		27		3		26		3	
6	26	1	3		18	2	3		29		3	
Other	11	1										

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.31	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.15	N/A
Speech/Language/Hearing Specialist	1.1	N/A
Resource Specialist (non - teaching)	1	N/A
Other	.33	N/A

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

* 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 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4218	\$18	\$4200	\$74530
District	N/A	N/A	\$6186	\$69092
Percent Difference – School Site and District	N/A	N/A	-32.10%	7.87%
State	N/A	N/A	\$5677	\$71517
Percent Difference – School Site and State	N/A	N/A	-26.02%	4.21%

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

Types of Services Funded (Fiscal Year 2015-16)

We fund a full time TOSA, or reading intervention teacher & CELDT instructor, to provide intensive support for first through sixth fifth grade students who are below the proficiency level in English Language Arts and/or those students whom would benefit from designated CELDT instruction. These intensive sessions last for 6 to 8 weeks at a time and help students gain foundational literacy skills through small group instruction. Every 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.

Our Home and School Club raises funds for classroom supplies, field trips, library books, and special assemblies through our annual Book Fair, Walk-A-Thon, and spring carnival.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47967	\$43821
Mid-Range Teacher Salary	\$71004	\$69131
Highest Teacher Salary	\$89851	\$89259
Average Principal Salary (Elementary)	\$105837	\$108566
Average Principal Salary (Middle)	\$114173	\$115375
Average Principal Salary (High)	\$129331	\$125650
Superintendent Salary	\$223871	\$198772
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

This year, our 2016-2017 instructional area of focus is student collaboration. Students will demonstrate high engagement in Math as evidenced by their ability to explain and/or draw their thinking in different ways. We believe that when students are working with and from each other, they will become more empowered over their learning, be stronger critical thinkers and problem solvers, and we will strengthen our learning community school-side. Los Paseos teachers and staff promote a Professional Learning Community through weekly collaboration, district professional development and on-site activities. The Instructional Leadership Team comprised of grade level leaders help to plan a master agenda of options for grade level meetings. This year, the entire staff participated in a summer book study and read “the Common Core Writing Book” by Gretchen Owocki. 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.

The focus areas for staff development were developed by the school leadership team. The three goals and initiatives are the following: 1) Raise all students' achievement 2) Close achievement gap between subgroups and 3) Ensure a safe environment.

These goals continue to be addressed through collaboration, grade level and cross-grade level planning. Peer visitations promote grade level teams to calibrate best classroom practices and promote innovative strategies. Discipline standards and rules, RTI programs, attendance incentive programs, and Positive Behavior Intervention and Support (PBIS) help to ensure a site-wide common language and structure for stakeholders. The Los Paseos staff continues to support the district's initiatives of Common Core State Standards, Next Generation Science Standards (NGSS), Systematic ELD, and Foundational Literacy Skills, and Multi Tier Systems of Support (MTSS). Site support of Positive Behavior Intervention and Supports (PBIS), Project Cornerstone, and Bully Prevention continue as well.