

# Paradise Valley Engineering Academy

1400 La Crosse Dr. • Morgan Hill, CA, 95037 • 408-201-6460 • Grades K-5

Julie Page, Principal

pagej@mhusd.org

www.paradise.mhusd.org

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### Morgan Hill Unified School District

15600 Concord Circle  
Morgan Hill, CA, 95037  
408-201-6023  
www.mhusd.org

#### District Governing Board

Mary Patterson, President  
Carol Gittens, Vice President  
John Horner, Trustee  
Teresa Murillo, Trustee  
Heather Orosco, Trustee  
Wendy Sullivan, Trustee  
Vanessa Sutter, Trustee

#### District Administration

Steve Betando  
Superintendent  
Fawn Myers  
Assistant Superintendent Human  
Resources  
Kirsten Perez  
Assistant Superintendent Business  
Services  
Dr. Ramon Zavala  
Assistant Superintendent  
Educational Services

### School Description

Paradise Valley Engineering Academy is a learning community of students, staff, parents and professional educators who share the belief that all children can learn and should find joy in the discovery of knowledge. This is the third year of our Engineering focus implementation. At Paradise Valley Engineering Academy, we believe that a nurturing and supportive environment is key to meeting the needs of our students. We are a child-centered school, committed to preparing our diverse student population through technology integrated, engineering designed process focused quality education with an emphasis on developing critical analytical skills. We strive to provide students the supports necessary to maximize their potential to help them become lifelong learners and positive contributors to our global society.

We believe in maintaining a strong partnership between parents, students, and teachers to ensure that all students develop the academic and social skills needed to achieve the high expectations set for them.

As we designed our school focus, our school vision was also redesigned keeping in mind our school community's work with developing critical problem solving in our students.

Our Vision: Paradise Valley Engineering Academy will be devoted to developing passionate problem solvers by revolutionizing the way we educate our students. Utilizing the Engineering Design Process, students will construct their own learning with a growth mindset to take on future opportunities.

Our Mission: Our mission is to inspire passion in our students to be... Tenacious learners who apply the Engineering Design Process to achieve academic success and be motivated students who make a positive impact at home, at school, and in the community.

We provide a strong Common Core aligned, standards-based curriculum along with our Engineering focused curriculum. We believe that all of our students will be successful. Our staff works relentlessly to provide students with the most appropriate academic, project-based learning experiences in all content areas. We have adopted a new Math curriculum – Envision Investigations and for English Language Arts, we are exploring a district-wide adoption. For Science, we use Pearson and for Social Studies we have adopted Houghton Mifflin as the curriculum of study. Our focus in the coming year will be on integrating the Engineering Design Process with project based learning into everyday learning to promote critical inquiry based, analytical learning in our students. We will also continue to support our English Language Learners within our differentiated (customized) language arts curriculum and through the use of project based learning opportunities. We also use technology resources, GLAD, and SDAIE strategies to enhance the access to the curriculum for all students particularly with focus on our English Language Learner population. Grade level teams plan, share pedagogies/ teaching strategies, and collaborate to provide students with enriching differentiated lessons that best support their learning styles.

The school facilities consists of three "hub" buildings and seven portable classrooms. The largest hub contains a newly designed multi-purpose room with a performing arts area, kitchen facilities, Design Lab, the Exploration Science Center, and Speech room. The secondary hub contains the staff room, second multi- purpose area, 10 classrooms. The third hub houses two classrooms and is adjacent to the portable classrooms that provide additional instructional space for Special Day Class and Resource Support Provider. We also have state of the art six Gen7 classrooms that have been added to our school facility this year. These Gen7 buildings house the 4th and 5th grades.

Technology and Engineering problem solving is a focus at our school and we are continually identifying ways in which it can strengthen our academic program. Teachers guide students through the use of Khan Academy, BrainPop, Accelerated Reader, IXL, typing tools, and various other Google Apps for Education. We have a state-of-the-art Design Lab that serves as a fabulous resource to provide students with project based learning activities. It has 5 interactive student Activtables, two Promethean Activboards, along with chromebook accessibility for students to design robotics, conduct coding investigations. Within each classroom, teachers and students have access to Promethean ActivBoards as well as chromebooks to increase the interactivity of learning. Document cameras also support this effort along with an increased use of computer stations within classrooms. Our Kindergarten – 4th grade classrooms share chromebook carts and our 5th graders have their own class set of chromebooks for use. Technology integration, hands-on inquiry, and critical analysis skills is a big focus at Paradise Valley Engineering Academy to develop global citizenship.

This year PVEA and our District implemented the Leveled Literacy Intervention (LLI) program which is a short-term, supplementary intervention system proven to improve literacy achievement of struggling readers with engaging leveled books and fast-paced systematically designed lessons.

PVEA also implemented, in the past years, a school-wide extended day program. Targeted students included 2nd through 5th grade students who were performing below grade level or didn't have parental support at home to help with homework. The ultimate goal is to help students be successful as they reviewed their classroom learning through homework practice. Students were not only offered homework assistance but also provided technology driven reading and Math support. Many other enrichment opportunities such as Chess Club, Running Club, Math Enrichment, Band, etc. were also offered for students who were interested. Next year, we plan on continuing these activities and adding after school soccer club for families that may not be able to afford the outside soccer club fees. At our school, we believe in providing students opportunities that help with whole child development combining academics along with enrichment and sports. While activities vary from year to year pending availability and funding, we strive to provide a variety of on-campus learning experiences for all students. In the 2017-18 school year, about 40 of 4th-5th graders participated in the Tech Museum Engineering Design Challenge. Teams applied their learning of the Engineering Design Process and their creativity to solve the design challenge that was posed by the Museum personnel. Two of our teams came back winning awards for their project design and journaling. Our students have multiple extended opportunities on field trips to further enhance their educational and world learning experiences such as the Monterey Bay Aquarium field trip for 1st graders, Apple Farm field for the TK/Kindergarteners, Science Camp for the 5th graders, Sacramento Assembly Field Trip for the 4th graders, etc.

## About the SARC

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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	75
Grade 1	56
Grade 2	79
Grade 3	56
Grade 4	89
Grade 5	101
<b>Total Enrollment</b>	<b>456</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	1.1
Asian	7.7
Filipino	2.2
Hispanic or Latino	37.5
Native Hawaiian or Pacific Islander	0.4
White	45.0
Socioeconomically Disadvantaged	27.0
English Learners	12.9
Students with Disabilities	13.8
Foster Youth	0.4

## 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			
Paradise Valley Engineering Academy	16-17	17-18	18-19
<b>With Full Credential</b>	24	21	20
<b>Without Full Credential</b>	1	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Morgan Hill Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	388
<b>Without Full Credential</b>	♦	♦	7
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Paradise Valley Engineering	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	1	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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders, Gr K-5 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson Investigations with Envision supplement Gr K-5 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillian-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science Series The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin Social Science Series McDougal Littell CA (half year), Pearson My World (half year) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

**School Facility Conditions and Planned Improvements (Most Recent Year)**

For over 30 years, Paradise Valley Elementary School has served as the neighborhood school for many students and was recently changed to Paradise Valley Engineering Academy. To support the engineering focus, a design lab and exploration center was constructed from 3 classrooms.

As part of the Measure G Bond funds, Paradise Valley was re-roofed, new HVAC units installed, student and staff restroom renovations, fire alarm system replacement and received a technology infrastructure upgrade which included WiFi in every classroom and exterior, a new phone system and a new public address system including new clock and speakers throughout the campus. A new administration office and multipurpose building with a stage were constructed within the existing pod classroom buildings.

The site also received 7 new Gen 7 buildings and restroom for students and staff.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: Jul/Aug 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC units installed 2014.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Restroom renovations 2014.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Fire alarm replacement 2015.
<b>Structural:</b> Structural Damage, Roofs	Good	New roofs installed 2014.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	62.0	63.0	52.0	52.0	48.0	50.0
Math	59.0	63.0	42.0	43.0	37.0	38.0

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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: 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 on both assessments.

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	13.7	26.5	20.6

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	245	241	98.37	62.66
<b>Male</b>	117	115	98.29	57.39
<b>Female</b>	128	126	98.44	67.46
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	16	16	100.00	75.00
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	87	85	97.70	49.41
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--
<b>White</b>	122	120	98.36	69.17
<b>Two or More Races</b>	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	65	64	98.46	28.13
<b>English Learners</b>	43	43	100.00	37.21
<b>Students with Disabilities</b>	44	42	95.45	26.19
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	245	241	98.37	62.66
Male	117	115	98.29	57.39
Female	128	126	98.44	67.46
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100	68.75
Filipino	--	--	--	--
Hispanic or Latino	87	85	97.7	48.24
Native Hawaiian or Pacific Islander	--	--	--	--
White	122	120	98.36	70
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	65	64	98.46	32.81
English Learners	43	43	100	41.86
Students with Disabilities	44	42	95.45	26.19
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

## 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 2018-19)

We have many ways for parents to participate in the life of our students at school. Parents can join our School Site Council, which works with administration as an advisory committee for the school programs. Parents of English learners are vital to our school improvement, our English Language Advisory Committee (ELAC), and to our outreach efforts on behalf of new families. PVEA's Home and School Club also supports many of the enrichment opportunities for students and helps fundraise for school wide programs/ activities such as field trips, science camp, classroom supplies, etc. we believe in community building and our H&SC works collaboratively with school staff and administration as we offer movie nights, conduct the Panther Prowl Walk-a-Thon, Spell-a-Thon, Fall Festival, and many other fundraisers. We implement Project Cornerstone school-wide and believe in building the 41 developmental assets in our school community through classroom readings, school wide fun activities, dance parties, art projects, acts of kindness and student leadership through the Expect Respect Program. Each classroom at PVEA has room parents. Room parents organize parent volunteers to help with special projects in the classroom, planning events, and chaperone on field trips, etc. We have a Volunteer Coordinator on our Home and School Club board that helps organize parent volunteer efforts for all school related events. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November as well as various other school community events. We always need and welcome new volunteers!

**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.

**School Safety Plan**

Staff members monitor our school grounds for recess 15 minutes before and after school as well as at morning recess. Paid yard-duty monitors supervise the students at recess and lunch time. Teachers regularly review the rules for safe, responsible, and respectful behavior in school and on the playground. The fence at the back of the school is locked all day (except during morning drop off and afternoon dismissal time). Visitors must enter the school through the main door and sign in at the office, where they receive a visitors' badge to wear throughout their stay. Our parent volunteers are encouraged to get fingerprinted through the Morgan Hill Unified School District office Human Resource Department and are encouraged to wear their volunteer badges when on campus helping with various activities or when chaperoning for field trips.

The school safety plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available in our school office. We share the plan with our staff. We conduct fire and earthquake drills and hold training for staff on emergency preparedness once a year. The Morgan Hill Police Department has trained our staff on Run-Hide-Defend procedures.

In addition, to affect our school climate, the Paradise Valley Engineering Academy staff, students and parents are implementing a Positive Behavior Intervention Support (PBIS) program school wide. Staff members have been trained on PBIS by the implementation team and take continuous feedback from staff all along the process. At the start of the 2017-18 school year, we kicked off our school-wide PBIS implementation expectations and revised our positive reward system with enhanced and broad range of systemic and individualized strategies for achieving important social and learning outcomes while positively motivating student behavior. This school-wide approach prevents behavioral and academic failure and actively promotes desired behavior. School-wide PBIS focuses on the development and implementation of proactive procedures and practices to prevent problem behavior for all students and improve school climate. As a part of the PBIS implementation, we put emphasis on PRIDE (P- Prepared, R- Responsibility, I- Integrity, D- Dedication, E- Etiquette) tickets to reward student behavior and provide for more opportunities for positive behavior choices. Every month students have the opportunity to access the "Panther Den" to exchange their earned Panther Pride tickets for fun rewards. In addition the PVEA community has a school wide implementation of Project Cornerstone 41 developmental assets. Parent volunteers/ Project Cornerstone ABC readers read theme based books for all students monthly and design activities around the 41 developmental assets for Project Cornerstone. We also have Los Dichos, which is the Spanish Project Cornerstone book reading for our Spanish speaking students.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.5	1.2	1.9
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.5	4.2	4.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

## 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.5
Social Worker	
Nurse	.15
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	25	22	25		1		3	3	3			
1	25	26	26				2	3	2			
2	25	23	21			1	4	2	3			
3	27	25	27				4	4	2			
4	29	32	29				3	3	3			
5	28	31	27			1	4	3	3			
6	27						3					
Other	11	11		2	1							

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

### Professional Development provided for Teachers

To address student needs, our staff is regularly provided professional development. Teachers meet in the Professional Learning Circles (PLCs) weekly to collaborate, do student assessment data analysis, and to plan for classroom instruction. This is based on the Cycle of Inquiry. Our teachers were trained in the Engineering curriculum (Engineering is Elementary) by a Santa Clara County Office of Education support provider when we transitioned into an Engineering focus academy and this school year, all our teachers have been trained in Project Based Learning (PBL) by the Buck Institute of Education. Our teachers are provided on-going support for the CCSS curriculum implementation, for Engineering curriculum integration, technology integration in everyday lessons, PBL units, etc. by fellow teachers, by the Engineering TOSA, by the Principal, by the District Education Services Department, and by external consultants. Staff has been trained on EL/ GLAD strategies and is provided continuous refresher trainings on ELA/ELD framework to address needs of our EL students. With the focus on project based learning integration with the Common Core Standards and Engineering focus, our teachers attend various conferences through the year. These lead teachers then share their learning with their teaching peers. The focal point of our professional development is providing students with newer knowledge and teachers gaining knowledge of new educational tools for enhanced student learning.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,713	\$47,547
Mid-Range Teacher Salary	\$79,027	\$74,775
Highest Teacher Salary	\$99,994	\$93,651
Average Principal Salary (ES)	\$118,409	\$116,377
Average Principal Salary (MS)	\$124,347	\$122,978
Average Principal Salary (HS)	\$134,968	\$135,565
Superintendent Salary	\$255,234	\$222,853
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

Paradise Valley Engineering Academy does not receive Federal Title I funding, but our Title III LCAP funds are used to support our English Learner and Free/ Reduced student sub-group. Our School-Based Coordinated Program Funds are used to pay for some classroom supplies, technology additions/upgrades, Engineering/ Project Based Learning curriculum, workbooks and teacher/ administrative professional development.

Our Home and School Association raises funds for helping support some of the classroom supplies, grade level field trips, 5th grade science camp, technology support programs/ devices, and special assemblies through our annual book fair, movie nights, candy sales, and Parents' Night Out dinner auction, etc.

### 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).

### 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.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	4932.97	15.15	4917.82	75325
District	♦	♦	8061.40	\$75,780
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-48.4	-0.6
Percent Difference: School Site/ State			-36.7	-1.6

\* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.