

Paradise Valley Engineering Academy

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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/fq/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).

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.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Morgan Hill Unified
Phone Number	(408) 201-6023
Superintendent	Steve Betando
Email Address	betandos@mhusd.org
Website	www.mhusd.org

School Contact Information (School Year 2019—20)	
School Name	Paradise Valley Engineering Academy
Street	1400 La Crosse Dr.
City, State, Zip	Morgan Hill, Ca, 95037-5675
Phone Number	408-201-6460
Principal	Julie Page, Principal
Email Address	pagej@mhusd.org
Website	www.mhusd.org
County-District-School (CDS) Code	43695836098271

Last updated: 12/17/2019

School Description and Mission Statement (School Year 2019—20)

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 fourth 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, inclusive school. Our goal is to instill learning mindsets that are creative, flexible and rigorous. We highlight the engineering design process -- Imagine, Create, Test and Reflect, in all subjects. We employ curricula that include embedded technology, focusing on the engineering design process -- from Art to Engineering. The quality education at PVEA emphasizes the development of critical analytical skills - helping students embrace lifelong learning, contributing 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.

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, and Makerspaces: 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 six state-of-the-art Gen7 classrooms that have been added to our school facility last year. These Gen7 buildings house the 4th and 5th grades and our 3-5 SDC classrooms.

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/Makerspace that serves as a fabulous resource to provide students with project-based learning activities. It has five interactive student Activables, 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.

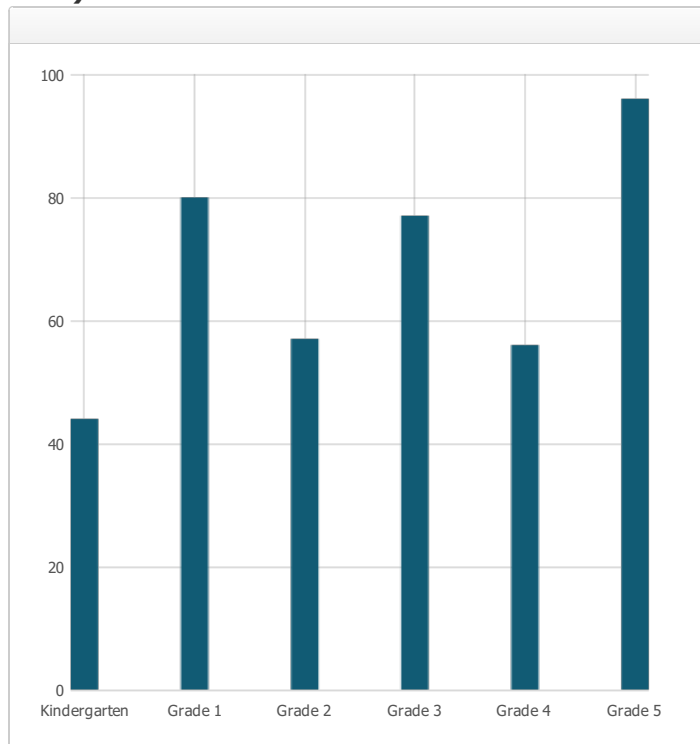
This year PVEA and our District implemented the Leveled Literacy Intervention (LLI) program which is a short-term, supplementary intervention system proven to improve literacy achievement of struggling readers with engaging leveled books and fast-paced systematically designed lessons.

PVEA also implemented, in the past years, a school-wide extended day program. Targeted students include 2nd through 5th grade students who are performing below grade level or do not have parental support at home to help with homework. The ultimate goal is to help students be successful as they review their classroom learning through homework practice. Students are 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. 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 2018-19 school year, about 20 of 4th-5th graders participated in the Tech Museum Engineering Design Challenge, with two teams going to the 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. One of our teams came back winning an award for "Best Engineering Design Process." 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.

Last updated: 12/16/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	44
Grade 1	80
Grade 2	57
Grade 3	77
Grade 4	56
Grade 5	96
Total Enrollment	410



Last updated: 1/6/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.20 %
American Indian or Alaska Native	1.00 %
Asian	7.10 %
Filipino	2.70 %
Hispanic or Latino	40.00 %
Native Hawaiian or Pacific Islander	0.50 %
White	42.90 %
Two or More Races	3.70 %
Other	-1.50 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	23.40 %
English Learners	12.40 %
Students with Disabilities	12.90 %
Foster Youth	%
Homeless	3.40 %

A. Conditions of Learning

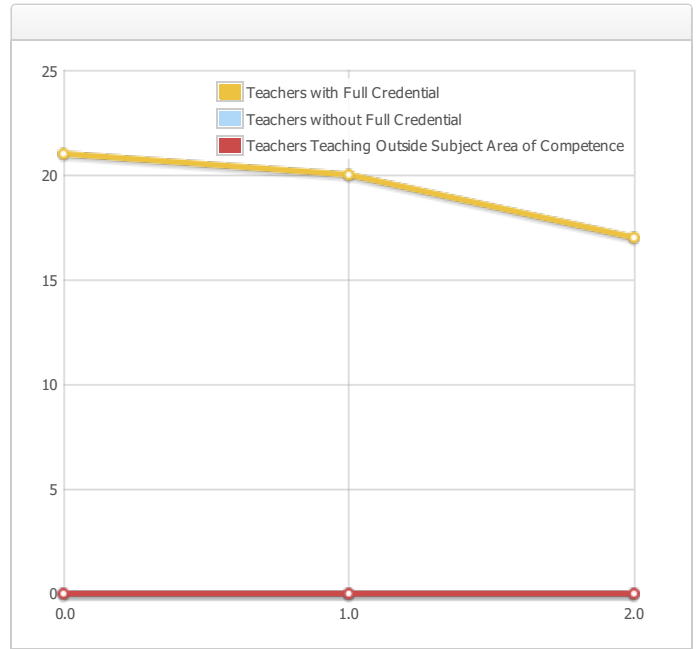
State Priority: Basic

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

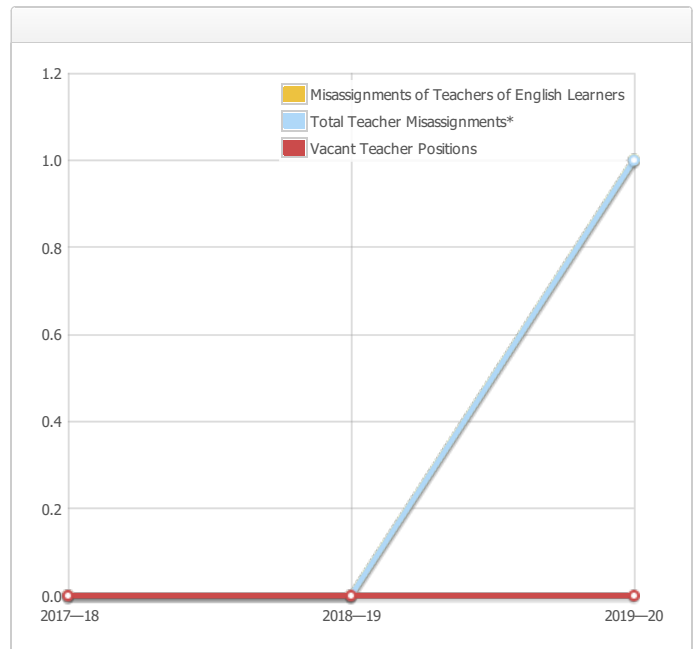
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	21	20	17	364
Without Full Credential	0	0	0	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6



Last updated: 12/16/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
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.

Last updated: 12/16/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders	Yes	0.00 %
Mathematics	Pearson Investigations with Envision supplement	Yes	0.00 %
Science	TWIG Science by TWIG Education	Yes	0.00 %
History-Social Science	Pearson My World	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/2/2020

School Facility Conditions and Planned Improvements

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.

Last updated: 12/17/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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: December 2019

Overall Rating	Exemplary
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Last updated: 12/17/2019

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	63.0%	59.0%	52.0%	52.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	63.0%	61.0%	43.0%	43.0%	38.0%	39.0%

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.

Last updated: 1/3/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	228	223	97.81%	2.19%	58.74%
Male	113	110	97.35%	2.65%	52.73%
Female	115	113	98.26%	1.74%	64.60%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian	20	20	100%	0.00%	75.00%
Filipino	--	--	--	--	
Hispanic or Latino	88	85	96.59%	3.41%	36.47%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	96	95	98.96%	1.04%	71.58%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	62	61	98.39%	1.61%	32.79%
English Learners	42	41	97.62%	2.38%	39.02%
Students with Disabilities	41	38	92.68%	7.32%	15.79%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless				--	

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.

Last updated: 1/3/2020

**CAASPP Test Results in Mathematics by Student Group
 Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	228	223	97.81%	2.19%	60.54%
Male	113	110	97.35%	2.65%	60.91%
Female	115	113	98.26%	1.74%	60.18%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian	20	20	100%	0.00%	80.00%
Filipino	--	--	--	--	
Hispanic or Latino	88	85	96.59%	3.41%	40.00%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	96	95	98.96%	1.04%	71.58%
Two or More Races	--	--	--	--	
Socioeconomically Disadvantaged	62	61	98.39%	1.61%	37.70%
English Learners	42	41	97.62%	2.38%	39.02%
Students with Disabilities	41	38	92.68%	7.32%	15.79%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth					
Homeless				--	

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.

Last updated: 1/3/2020

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 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)						

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/3/2020

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 2018—19)

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	23.20%	23.20%	15.80%

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

Last updated: 1/2/2020

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 2019—20)

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: Pupil Engagement

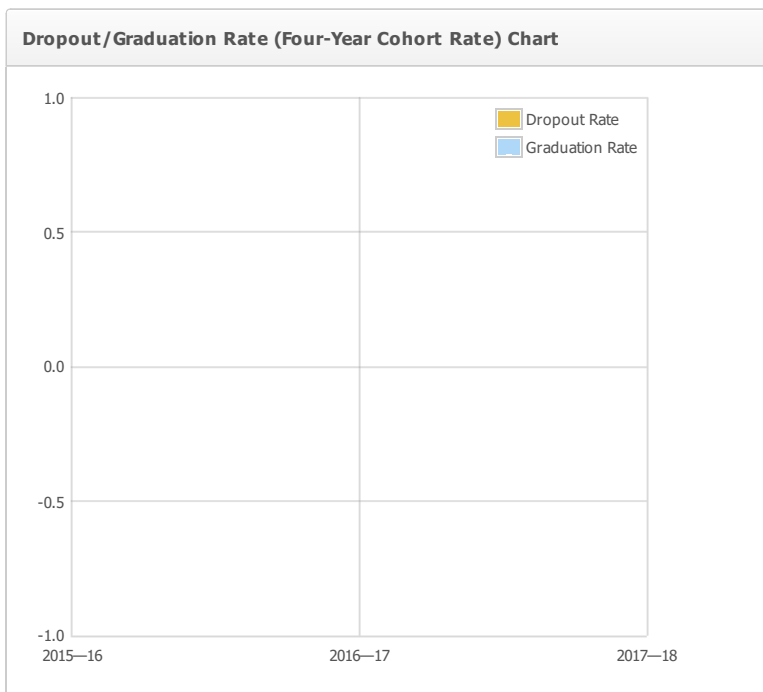
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	5.40%	9.70%
Graduation Rate	--	88.80%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	--	6.50%	9.00%	9.10%	9.60%
Graduation Rate	--	--	89.00%	86.20%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/3/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.10%	1.90%	1.60%	4.20%	4.90%	5.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.20%	0.10%	0.10%	0.10%

Last updated: 1/3/2020

School Safety Plan (School Year 2019—20)

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. We are now a fully gated school for extra security. 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.

Last updated: 12/16/2019

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 (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	1	3	
1	26.00		3	
2	23.00		2	
3	25.00		4	
4	32.00		3	
5	31.00		3	
6				
Other**	11.00	1		

* 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 (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00		3	
1	26.00		2	
2	21.00	1	3	
3	27.00		2	
4	29.00		3	
5	27.00	1	3	
6				
Other**				

* 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 (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00		2	
1	25.00		3	
2	26.00		2	
3	31.00		2	
4	32.00		2	
5	26.00	1	3	
6				
Other**	10.00	1		

* 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 Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

*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.

**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

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

*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.

Last updated: 1/6/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4921.13	\$21.76	\$4899.37	\$73235.00
District	N/A	N/A	\$7927.41	\$78079.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$78059.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 12/19/2019

Types of Services Funded (Fiscal Year 2018—19)

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.

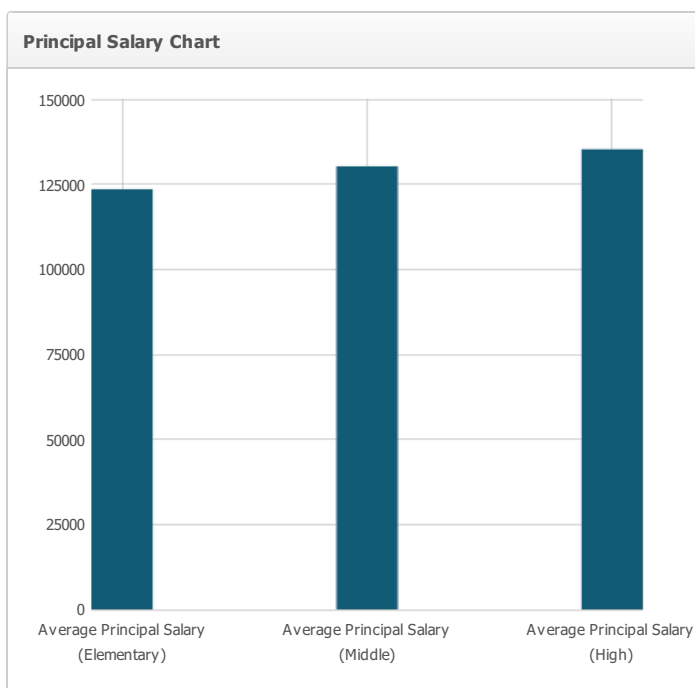
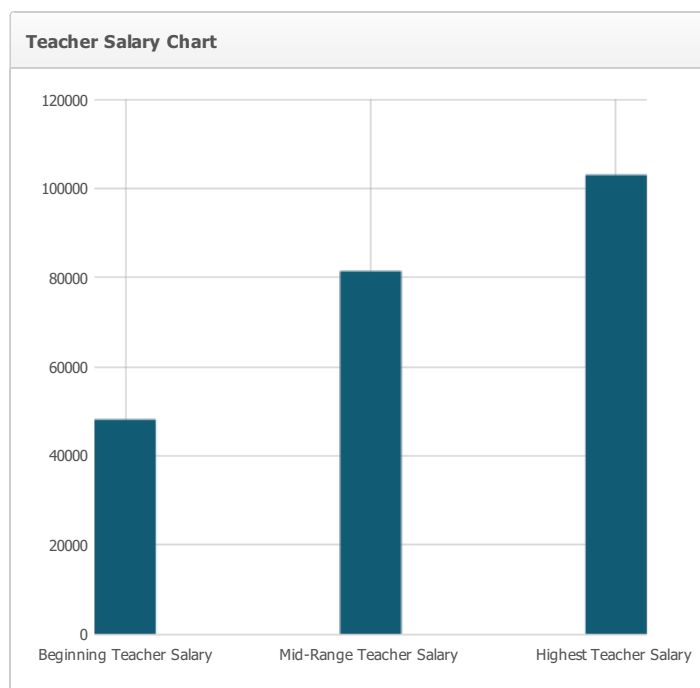
Our Home and School Association raises funds for helping support some of the classroom supplies, grade level field trips, 5th grade science camp, technology support programs/ devices, and special assemblies through our annual book fair, movie nights, candy sales, and Parents' Night Out dinner auction,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

Last updated: 12/16/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,115	\$49,084
Mid-Range Teacher Salary	\$81,398	\$76,091
Highest Teacher Salary	\$102,994	\$95,728
Average Principal Salary (Elementary)	\$123,538	\$118,990
Average Principal Salary (Middle)	\$130,264	\$125,674
Average Principal Salary (High)	\$135,254	\$137,589
Superintendent Salary	\$262,891	\$230,096
Percent of Budget for Teacher Salaries	34.00%	35.00%
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: 1/3/2020

Professional Development

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 the 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.

District wide professional development (pd) includes two whole day pd's, one additional whole day provided at the site, and weekly one hour collaboratives for a total of three scheduled whole day pd's or 8 total day equivalents.

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/3/2020