

# Paradise Valley Engineering Academy

## 2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2025-26 School Contact Information

<b>School Name</b>	Paradise Valley Engineering Academy
<b>Street</b>	1400 La Crosse Dr.
<b>City, State, Zip</b>	Morgan Hill, CA, 95037
<b>Phone Number</b>	408-201-6460
<b>Principal</b>	Jennifer Lashier
<b>Email Address</b>	Lashierj@mhusd.org
<b>School Website</b>	paradise.mhusd.org
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	43 69583 6098271

## 2025-26 District Contact Information

<b>District Name</b>	Morgan Hill Unified School District
<b>Phone Number</b>	408-201-6023
<b>Superintendent</b>	Carmen Garcia
<b>Email Address</b>	garciacarmen@mhusd.org
<b>District Website</b>	www.mhusd.org

## 2025-26 School Description and Mission Statement

Paradise Valley Engineering Academy is a collaborative learning community of students, staff, and families who share the belief that all children can learn and should find joy in discovery. We cultivate a nurturing, inclusive, and supportive environment where creativity, flexibility, and academic rigor thrive. Through the Engineering Design Process—Imagine, Create, Test, and Reflect—students engage in meaningful, hands-on learning across all subjects. Our curriculum integrates technology and emphasizes critical thinking and problem-solving skills, preparing students to become lifelong learners and contributors to an ever-changing global society.

We maintain strong partnerships among parents, teachers, and students to ensure that every child develops the academic and social-emotional skills needed to meet high expectations. Our mission is to ensure high levels of learning for all students through a standards-aligned, project-based, and data-driven approach. Teachers collaborate to design differentiated lessons using programs such as Envision for Mathematics, Wonders for English Language Arts, TWIG for Science, and Houghton Mifflin for Social Studies. Instructional practices include technology integration, GLAD, and SDAIE strategies to support access for all learners, with particular attention to the needs of English Language Learners.

Engineering Design Thinking is at the core of our school's work. Students participate weekly in our state-of-the-art Design Lab and makerspace, where they code, create, build, and conduct hands-on investigations. Each classroom is equipped with Chromebooks, interactive technology, and digital tools that make learning engaging and accessible. In addition, our early grade teachers implement Structured Literacy with Heggerty Phonics, ensuring a strong foundation in reading for all students. Those needing extra literacy support receive targeted, research-based intervention from our Reading Intervention teacher. Together, these programs reflect our commitment to innovation, equity, and excellence for every student.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	114
Grade 1	81
Grade 2	57
Grade 3	54
Grade 4	78
Grade 5	58
Total Enrollment	442

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
Asian	5.4
Black or African American	2
Filipino	2.5
Hispanic or Latino	35.5
Native Hawaiian or Pacific Islander	0.2
Two or More Races	11.3
White	37.6
English Learners	11.1
Homeless	5.2
Migrant	1.1
Socioeconomically Disadvantaged	25.8
Students with Disabilities	13.8

#### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	12.8	80.81	312.7	86.75	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	3.5	0.97	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3	18.94	37.6	10.43	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	4.5	1.27	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0.32	2	0.57	15831.9	5.67
<b>Total Teaching Positions</b>	15.8	100	360.4	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	13.4	84.37	313.9	80.52	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	1	6.25	3.7	0.96	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	6.25	56.1	14.39	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	5.2	1.34	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0.5	3.13	10.8	2.79	14303.8	5.15
<b>Total Teaching Positions</b>	15.9	100	389.8	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16	91.43	313	77.83	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	5.4	1.36	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.5	8.57	74.4	18.52	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	8.6	2.15	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	0.5	0.12	13705.8	4.91
<b>Total Teaching Positions</b>	17.5	100	402.2	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	1.00	0	0
<b>Misassignments</b>	2.00	1	1.5
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	3.00	1	1.5

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

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

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.7	2.7	35
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Wonders, Gr K-5	0
<b>Mathematics</b>	Pearson Investigations with Envision supplement Gr K-5	0
<b>Science</b>	TWIG Science by TWIG Education Gr K-5	0
<b>History-Social Science</b>	Pearson My World	0
<b>Health</b>	Positive Prevention Plus	0

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

## School Facility Conditions and Planned Improvements

For more than 30 years, Paradise Valley Elementary School has been an integral part of the neighborhood, serving generations of students and families. The school later became Paradise Valley Engineering Academy to reflect its expanded focus on innovation and engineering education. To support this vision, a state-of-the-art Design Lab and Exploration Center were created by converting three classrooms into flexible, hands-on learning spaces that promote creativity, problem-solving, and collaboration.

Through Measure G Bond funding, the school has benefited from significant facility and technology upgrades. Improvements include new roofing, upgraded HVAC systems, renovated student and staff restrooms, and a modernized fire alarm system. Campus-wide technology enhancements introduced new Wi-Fi infrastructure, an upgraded phone and public address system, and synchronized clocks and speakers throughout all buildings. Each classroom was also equipped with a new projection device to strengthen visual learning and technology integration.

Additionally, the campus welcomed seven new Gen 7 modular classroom buildings and new restrooms for students and staff. These updates have greatly improved the learning environment, ensuring that Paradise Valley Engineering Academy continues to provide a modern, safe, and inspiring setting for students to explore, create, and thrive.

Year and month of the most recent FIT report	January 2025
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## School Facility Conditions and Planned Improvements

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

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	59	58	48	50	47	48
<b>Mathematics</b> (grades 3-8 and 11)	61	57	37	38	35	37

### 2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	200	183	91.50	8.50	58.47
Female	105	99	94.29	5.71	65.66
Male	95	84	88.42	11.58	50.00
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	72	68	94.44	5.56	47.06
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	38	35	92.11	7.89	60.00
White	72	62	86.11	13.89	70.97
English Learners	18	16	88.89	11.11	6.25
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	41	37	90.24	9.76	40.54
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	28	80.00	20.00	25.00

## 2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	200	184	92.00	8.00	57.38
<b>Female</b>	105	100	95.24	4.76	58.59
<b>Male</b>	95	84	88.42	11.58	55.95
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	72	67	93.06	6.94	37.31
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	38	35	92.11	7.89	68.57
<b>White</b>	72	64	88.89	11.11	69.84
<b>English Learners</b>	18	18	100.00	0.00	11.76
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	41	38	92.68	7.32	29.73
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	35	27	77.14	22.86	33.33

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

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

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	42.86	41.82	35	36.92	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	61	57	93.44	6.56	43.86
Female	32	30	93.75	6.25	63.33
Male	29	27	93.10	6.90	22.22
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	28.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	18	85.71	14.29	50.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	18	17	94.44	5.56	23.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

### B. Pupil Outcomes

#### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	98.4	100	100	100	100

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2025-26 Opportunities for Parental Involvement

Paradise Valley Engineering Academy values the vital role parents play in supporting our students and strengthening our school community. Families have many opportunities to participate in school life through committees, volunteer work, and community events. Parents can serve on the School Site Council, which partners with administration to provide input on school programs, or participate in the English Learner Advisory Committee (ELAC) to learn about and support English Learner programs.

Our active Home and School Club (HSA) helps fund and organize a variety of enrichment opportunities for students, including field trips, science camp, classroom supplies, and online learning resources. The HSA also fosters community through events such as the Jog-a-Thon, Fall Festival, and family movie nights. Project Cornerstone is implemented schoolwide to build the 41 Developmental Assets through classroom readings, art projects, acts of kindness, and leadership opportunities that promote a caring, connected school culture.

Each classroom has dedicated room parents who coordinate volunteers for class projects, events, and field trips. Two Vice Presidents of Volunteers on the HSA board help organize parent participation across all school events. Families are encouraged to attend Back-to-School Night, Open House, parent-teacher conferences, and other community events throughout the year. We deeply appreciate the partnership and commitment of our families—our volunteers truly help make Paradise Valley Engineering Academy a joyful and thriving learning community.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	475	463	82	17.7
Female	244	238	38	16.0
Male	231	225	44	19.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	26	2	7.7
Black or African American	12	12	3	25.0
Filipino	12	12	4	33.3
Hispanic or Latino	168	164	42	25.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	50	50	2	4.0
White	179	172	27	15.7
English Learners	60	56	18	32.1
Foster Youth	--	--	--	--
Homeless	30	28	7	25.0
Socioeconomically Disadvantaged	157	150	42	28.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	75	74	25	33.8

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

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.28	0.71	1.68	4.9	5.08	3.47	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.68	0.00
Female	0.41	0.00
Male	3.03	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	2.23	0.00
English Learners	5.00	0.00
Foster Youth	0.00	0.00
Homeless	3.33	0.00
Socioeconomically Disadvantaged	3.82	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	9.33	0.00

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

## 2025-26 School Safety Plan

Staff members supervise the school grounds 15 minutes before and after school to ensure student safety. Paid yard-duty monitors oversee recess and lunchtime activities, while teachers regularly review school rules and reinforce our core values of Respect, Integrity, Perseverance, and Kindness. Paradise Valley Engineering Academy maintains a fully enclosed campus for added security. The back gate remains locked during the school day except for morning drop-off and afternoon dismissal. All visitors check in at the front office, sign in, and wear a visitor badge while on campus. Parent volunteers are fingerprinted through the Morgan Hill Unified School District Human Resources Department and must wear volunteer badges when assisting on campus or chaperoning field trips.

The school's comprehensive safety plan details emergency procedures, exit routes, and designated staff responsibilities during a crisis. Copies are available in every classroom and in the school office for public access. Staff receive training in the Run-Hide-Defend protocol through the Morgan Hill Police Department, the Incident Command System, and medical first aid. The most recent review and approval by the School Site Council took place on September 15, 2025.

Paradise Valley Engineering Academy's Climate and Culture Team fosters a safe, inclusive, and positive school environment. Using student behavior data, the team identifies focus areas to strengthen belonging and respect across campus. Through Positive Behavioral Interventions and Supports (PBIS), students are recognized for demonstrating positive behavior with "Panther Pride" tickets, redeemable at the monthly Panther Den. Project Cornerstone's 41 Developmental Assets are also embedded into our school culture, as parent volunteers lead monthly read-alouds and activities that promote social-emotional learning, kindness, and character development.

## D. Other SARC Information Information Required in the SARC

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

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	0	6	0
1	26	0	5	0
2	25	0	6	0
3	22	1	4	0
4	24	0	6	0
5	31	0	6	0
6	0	0	0	0
Other	15	2	1	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29	0	4	4
1	26	0	6	0
2	27	0	6	0
3	31	0	3	4
4	27	0	6	0
5	24	0	6	0
6	0	0	0	0
Other	11	1	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK	0	0	0	0
K	20	2	1	0
1	25	0	3	0
2	27	0	2	0
3	25	0	2	0
4	26	0	3	0
5	28	0	2	0
6	0	0	0	0
Other	0	0	0	0

## 2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

## 2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	0.5
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	6

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

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$11,268.07	\$60.24	\$11,207.83	\$108,700
<b>District</b>	N/A	N/A	\$11,095.33	\$105,310
<b>Percent Difference - School Site and District</b>	N/A	N/A	1.0	3.2
<b>State</b>	N/A	N/A	\$11,146	\$100,065
<b>Percent Difference - School Site and State</b>	N/A	N/A	0.6	8.3

## Fiscal Year 2024-25 Types of Services Funded

Paradise Valley Engineering Academy does not receive Federal Title I funding; however, Title III and LCAP funds are used to support our multilingual learners and students who qualify for free or reduced-price meals. School-Based Coordinated Program funds help provide essential resources, including classroom supplies, supplemental curriculum materials, books, professional development for staff, yard duty supervision, and costs related to student progress monitoring, academic interventions, and parent engagement.

Our active Home and School Club plays a vital role in supporting classroom and enrichment programs. Through fundraisers such as the annual Book Fair, movie nights, and family events, the H&SC provides funding for classroom supplies, grade-level field trips, fifth-grade science camp, technology programs, and special assemblies that enhance student learning and school spirit.

For a detailed list of site-level expenditures and goals, please refer to the School Plan for Student Achievement, available on both the school and Morgan Hill Unified School District websites.

## Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$63,686	\$62,145
<b>Mid-Range Teacher Salary</b>	\$107,739	\$97,088
<b>Highest Teacher Salary</b>	\$136,327	\$120,436
<b>Average Principal Salary (Elementary)</b>	\$154,729	\$151,343
<b>Average Principal Salary (Middle)</b>	\$164,219	\$159,514
<b>Average Principal Salary (High)</b>	\$178,185	\$177,261
<b>Superintendent Salary</b>	\$297,357	\$294,805
<b>Percent of Budget for Teacher Salaries</b>	32.11%	29.95%
<b>Percent of Budget for Administrative Salaries</b>	5.62%	5.4%

## Professional Development

To address the diverse needs of our students, Paradise Valley Engineering Academy provides ongoing professional development for all staff. Teachers collaborate weekly in Professional Learning Teams (PLTs) to review assessment data, identify instructional priorities, and plan lessons that support every learner.

In previous years, staff training has focused on Professional Learning Communities (PLCs), data analysis, inclusionary practices, and social-emotional learning strategies to support the whole child. This year, professional development emphasizes effective math practices, strategies to enhance student engagement, and initiatives that strengthen school climate and students' sense of belonging.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	9	10	6