

**Paradise Valley Engineering Academy**  
**School Accountability Report Card**  
**Reported Using Data from the 2020—2021 School Year**  
**California Department of Education**

<b>Address:</b>	1400 La Crosse Dr. Morgan Hill, CA , 95037-5675	<b>Principal:</b>	Amber Andrade, Principal
<b>Phone:</b>	(408) 201-6460	<b>Grade Span:</b>	K-5

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

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

### DataQuest

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

### California School Dashboard

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

# About This School

## Amber Andrade, Principal

Principal, Paradise Valley Engineering Academy

## About Our School

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### Contact

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Paradise Valley Engineering Academy  
1400 La Crosse Dr.  
Morgan Hill, CA 95037-5675

Phone: (408) 201-6460  
Email: [andradea@mhusd.org](mailto:andradea@mhusd.org)

## Contact Information (School Year 2021—2022)

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

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

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

School Name	Paradise Valley Engineering Academy
Street	1400 La Crosse Dr.
City, State, Zip	Morgan Hill, CA , 95037-5675
Phone Number	(408) 201-6460
Principal	Amber Andrade, Principal
Email Address	<a href="mailto:andradea@mhusd.org">andradea@mhusd.org</a>
Website	<a href="https://paradise.mhusd.org/">https://paradise.mhusd.org/</a>
County-District-School (CDS) Code	43695836098271

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

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 sixth 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 is 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 ensure high levels of learning for all students. High levels of learning means at grade level or higher.

We provide a strong Common Core aligned, standards-based curriculum along with our Engineering Design Process Thinking. 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. Envision Investigations is used for Mathematics and Wonders for English Language Arts. For Science, we use Pearson and for Social Studies we have adopted Houghton Mifflin as the curriculum of study. Our focus this year is to use data to drive instruction. We will use researched based models to ensure the success of all students. We will continue to support our English Language Learners within our differentiated (customized) language arts curriculum and through the use of project based learning opportunities. We 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 analyze data, plan, share pedagogies/ teaching strategies, and collaborate to provide students with enriching differentiated lessons that best support their learning styles.

The school facilities consist 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 Art Room. The secondary hub contains the staff room, front office, new library, and 7 classrooms. The third hub houses three kindergarten classrooms and is adjacent to the portable classrooms that provide additional instructional space for Reading Intervention, Occupational Therapist, and Resource Support Provider. We also have six state-of-the-art Gen7 classrooms that house the 4th and 5th grades and our 3-5 Sigma classroom.

Engineering Design Thinking is a focus at our school and we are continually designing engaging lessons that bring this thinking to all content areas. We have a state-of-the-art Design Lab/Makerspace that serves as a fabulous resource to provide students with hands-on project-based learning activities. Teachers use google apps for education, basic computer skills, and incorporate various technology programs to differentiate learning. It has five interactive student Activtables, two Promethean Activboards, along with chromebooks for students to develop robots, and 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. Our Kindergarten – 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.

In order to support literacy, teachers were trained to use the Leveled Literacy Intervention Program for students close to grade level and above in reading levels. Students struggling with literacy are referred to our Reading Intervention teacher where they are given targeted, short term, literacy intervention at their level. This system is research based and proven to improve literacy achievement.

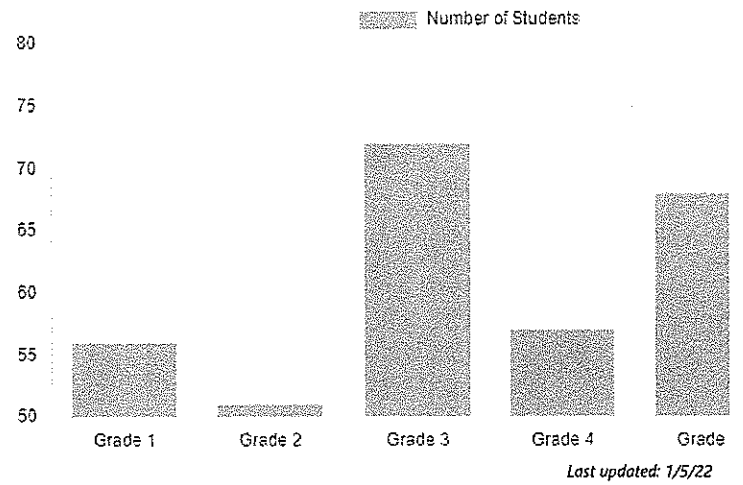
PVEA also implemented, in the past years, a school-wide extended day program. Targeted students include Kindergarten through 5th grade students who are performing below grade level or need extra help. The ultimate goal is to help students be successful learners. During a normal school year other enrichment opportunities such as Chess Club, Running Club, Math Enrichment, Band, etc. were offered for students who were interested. Due to Covid 19, we have reduced the number of items and are currently offering theater, homework and book clubs. We are offering Meet the Masters and Project Cornerstone during the school day. 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 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, and the Sacramento Assembly Field Trip for the 4th graders. These activities were on hold the last 2 years due to Covid 19. We hope to offer them this spring.

Due to Covid 19, the school has increased mitigation efforts. Each classroom has masks, hand sanitizer, HEPA air filters, and desk shields are available. The school has a Health and Safety team to ensure public health guidelines are followed and that team recommends items needed. Small school assemblies are back in person, however, large school assemblies, like guest speakers, are offered on zoom so that all kids may participate safely. During Distance Learning we found many students needed check ins and coming back in person we saw an increase in anxiety. We created a Relaxation Room this school year for students to use as needed. The parent community purchased the items for the room and the students put it together. Preparing students to be leaders is an important piece of our work as educators. We encourage students to learn about our California government by holding class mock elections in fourth grade and teaching them about each role. Fourth and fifth grade students may also join the Principals Advisory Committees if they want to represent the entire school in decision making. There are ten other committees students can sign up for to contribute and lead our school. Those include but are not limited to SSC, ELAC, Inspiring Bulletin Boards, Yard Duty (teaching games and modeling behavior), Movie Nights, Fall Festival, Yearbook, and more.

*Last updated: 1/19/22*

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

Grade Level	Number of Students
Grade 1	56
Grade 2	51
Grade 3	72
Grade 4	57
Grade 5	68
Kindergarten	76
Total Enrollment	380



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

Student Group	Student Group
Black or African American	0.80%
American Indian or Alaska Native	0.30%
Asian	5.30%
Filipino	3.20%
Hispanic or Latino	43.90%
Native Hawaiian or Pacific Islander	0.00%
White	36.30%
Two or More Races	6.80%

Student Group (Other)	Student Group
Socioeconomically Disadvantaged	29.50%
English Learners	12.10%
Students with Disabilities	15.50%
Foster Youth	0.50%
Homeless	6.60%

## A. Conditions of Learning

### State Priority: Basic

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

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

### Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

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

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

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

Last updated: 12/28/21

### School Facility Conditions and Planned Improvements

Generally the entire campus (inside and outside) is well maintained. The restrooms have been upgraded as have most of the facilities. The remaining finishes are nearing the end of their life (flooring, casework, ceiling tiles) but are being maintained in a safe and clean way. There are some sinks/bubblers/lavatories that need some attention.

Last updated: 1/18/22

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: November 2021

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	Fair	
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: November 2021

Overall Rating	Good
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## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

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

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

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

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

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

*Last updated: 1/11/22*

## Paradise Valley Elementary School

<b>English Language Arts</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent not Tested</b>	<b>Percent at or above grade level.</b>
All	190	181	95%	5%	87%
Female	92	89	97%	3%	93%
Male	97	91	94%	6%	81%
American Indian or Alaskan Native	1	1	100%	0%	
Asian	15	15	100%	0%	100%
Black or African American	2	2	100%	0%	
Filipino	8	8	100%	0%	
Hispanic or Latino	89	85	96%	4%	82%
Native Hawaiian or Pacific Islander	0				
Not Specified	2	2	100%	0%	
Two or More Races	6	6	100%	0%	
White	67	62	93%	7%	90%
English Learners	23	23	100%	0%	57%
Foster Youth	0				
Homeless	9	7	78%	22%	
Military	0				
Socioeconomically Disadvantaged	57	53	93%	7%	75%
Migrant Education	4	4	100%	0%	
Students with Disabilities	38	32	84%	16%	44%

<b>Mathematics</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent not Tested</b>	<b>Percent at or above grade level.</b>
All	190	185	97%	3%	82%
Female	92	92	100%	0%	85%
Male	97	92	95%	5%	78%
American Indian or Alaskan Native	1	1	100%	0%	
Asian	15	15	100%	0%	100%
Black or African American	2	2	100%	0%	
Filipino	8	8	100%	0%	
Hispanic or Latino	89	86	97%	3%	77%
Native Hawaiian or Pacific Islander	0				
Not Specified	2	2	100%	0%	
Two or More Races	6	6	100%	0%	
White	67	64	96%	4%	84%
English Learners	23	23	100%	0%	48%
Foster Youth	0				
Homeless	9	9	100%	0%	
Military	0				
Socioeconomically Disadvantaged	57	55	96%	4%	71%
Migrant Education	4	4	100%	0%	
Students with Disabilities	38	34	89%	11%	38%

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



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

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

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

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

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

*Last updated: 1/11/22*

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

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

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

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

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

*Last updated: 1/11/22*

## C. Engagement

### State Priority: Parental Involvement

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

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

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

We recognize that parents play vital roles in collaborating with the school. We have many ways for parents to participate 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 have the opportunity to learn about English Learner programs, participate in our English Language Advisory Committee (ELAC), and provide input on decision making. 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, online licensing, 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! If you are interested, please come to the front office for more information.

### State Priority: Pupil Engagement

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

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

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

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

## State Priority: School Climate

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

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

### Suspensions and Expulsions

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

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	1.61%	0.00%	4.97%	0.07%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.16%	0.00%	0.08%	0.00%

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

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

Rate	School 2019–2020	District 2019–2020	State 2019–2020
Suspensions	2.00%	3.64%	2.45%
Expulsions	0.00%	0.11%	0.05%

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

*Last updated: 1/11/22*

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

Our School Safety Plan was updated and reviewed in August 2021. It was reviewed with staff, parents, and students. Students added in the relaxation room as a new goal to address anxiety. 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 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 fingerprinted through the Morgan Hill Unified School District Human Resource Department and 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 and parent community. 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. The PVEA staff was trained on the Incident Command System as well as crisis response last school year.

Paradise Valley Engineering Academy staff, students and parents created a Positive Behavior Intervention Support (PBIS) program school wide. Staff members, students, and parents determined our top 4 values. We hold our values at the core of all decisions; those values are: Integrity, Respect, Kindness, and Perseverance. We also purchased Second Step to help teach Social Emotional Learning in Kindergarten through fifth grade. We are currently in the process of developing charts and lesson plans on how to teach the expectations we will all follow. School-wide PBIS focuses on the development and implementation of proactive procedures and practices to create a positive system where everyone feels valued and respected. We use tickets to reward student behavior and reinforce expectations positively. 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, reading books to our Spanish speaking students.

*Last updated: 12/27/21*

## D. Other SARC information

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

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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	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		0

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

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

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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	26.00		2	
1	26.00		2	
2	26.00		3	
3	31.00		2	
4	32.00		2	
5	30.00		1	
6				
Other**	17.00	2	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 2020–2021**

<b>Grade Level</b>	<b>Average Class Size</b>	<b>Number of Classes *1-20</b>	<b>Number of Classes *21-32</b>	<b>Number of Classes 33+</b>
K	23.00		3	
1	26.00		2	
2	26.00		2	
3	23.00		3	
4	27.00		2	
5	33.00		1	1
6				
Other**	10.00	2		

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

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

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

Title	Ratio
Pupils to Academic Counselor*	0.0

*Last updated: 1/1/00*

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

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

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.37
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.50
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.73

*Last updated: 1/1/00*

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5633.98	\$121.77	\$5512.21	\$88422.00
District	N/A	N/A	\$8232.56	\$82914.00
Percent Difference – School Site and District	N/A	N/A	-39.60%	6.40%
State	N/A	N/A	\$8443.83	\$81044.00
Percent Difference – School Site and State	N/A	N/A	-42.00%	8.70%

*Last updated: 1/11/22*

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

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

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-groups. Our School-Based Coordinated Program Funds are used to pay for classroom supplies, classroom literacy support, supplemental curriculum, books and professional development. The majority of these funds are being used towards teacher development and direct literacy support in the classrooms.

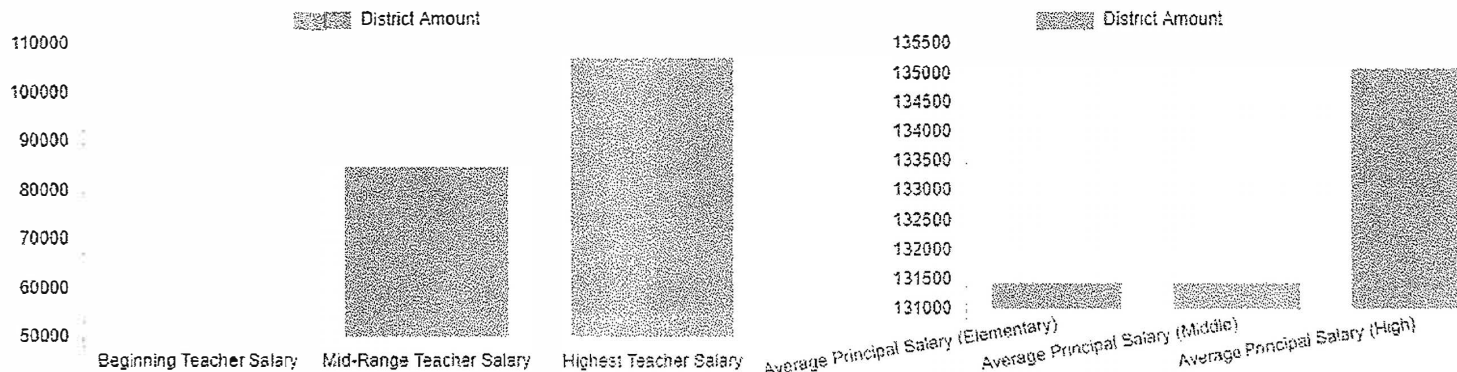
Our Home and School Club raises funds for helping support some of the classroom supplies, grade level field trips, 5th grade science camp, online programs, and special assemblies through our annual book fair, movie nights, candy sales, and Parents' Night Out dinner auction, etc.

*Last updated: 12/27/21*

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

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

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



*Last updated:*

Professional Development

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. 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.

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