

Paradise Valley Engineering Academy -- 2019

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

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2019-20 School Accountability Report Card Published During the 2020-21 School Year

Morgan Hill Unified School District

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School Description

Paradise Valley Engineering Academy is a learning community of students, staff, parents and professional educators who share the belief that all children can learn and should find joy in the discovery of knowledge. This is the fifth 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 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. 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 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 consist of three "hub" buildings and five 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 Makerspace Prep room. The secondary hub contains the staff room and lounge, Speech room, parent room administrative offices, new library, and 6 classrooms. The third hub houses two kindergarten classrooms, one lower grade and SDC classrooms. It is adjacent to five portable classrooms that provide additional instructional space for another kindergarten classroom, Occupational Therapist, Resource Support Provider, LLI and curriculum room. We also have six state-of-the-art Gen7 classrooms that have been added to our school facility. These Gen7 buildings house the 4th and 5th grades and our 3-5 SDC classroom.

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 Activtables, two Promethean Activboards, along with chromebook accessibility for students to design robotics, conduct coding investigations. Within each classroom, teachers and students have access to Promethean ActivBoards as well as chromebooks to increase the interactivity of learning. Document cameras also support this effort along with an increased use of computer stations within classrooms. Our Kindergarten – 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 Kindergarten through 5th grade students who are performing below grade level or do not have parental support at home to help with reading. The ultimate goal is to help students be successful readers. Students are offered homework assistance during office hours at the end of each day on Distance Learning, as well as, provided technology driven reading and Math support. During a normal school year many other enrichment opportunities such as Chess Club, Running Club, Math Enrichment, Band, etc. were also offered for students who were interested. Due to Covid 19, we are offering Meet the Masters virtually in collaboration with our Home and School Club. 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, Sacramento Assembly Field Trip for the 4th graders, etc, however, these opportunities are on hold due to Covid 19 health mandates.

During the 2020-2021 school year the school had to close to classes of students due to Covid-19. The school has created a Health and Safety team to ensure public health guidelines are followed and that team added extra items to make things a bit safer like desk shields. Those items were ordered using CARES money. Like many schools, PVEA started the school year in distance learning. Students have been given laptops to ensure that technology is not a barrier to their education. All classes meet via zoom daily, hold small intensive reading groups, and use google to assign and turn in complete assignments. In order to engage students each classroom has a time allocated for students to chat socially outside of their class time. Each teacher also assigns work via paper/pencil which is left in a folder in front of the campus every Friday for parents to pick up. There are safety procedures developed and followed to keep parents safe while picking up and returning work. Concerns about wifi for families that live out by the reservoir were met with district hot spots and if they did not work we opened our cafeteria for families to come in and use the school internet. The connectivity hub has been available to all families since August 2020. We are currently working to bring back students into this hub with adult supervision and Leveled Literacy Intervention which is scheduled to start on January 25, 2021. We will also open a pilot classroom on February 1, 2021. All school assemblies and parent meetings have been held monthly via zoom. The principal sends out read alouds, work out videos, and/or has guest speakers monthly to keep students engaged in learning and with each other. Front office staff is split to meet with student groups via zoom to help check in on students that are struggling in distance learning and are providing quick check ins to ensure they are emotionally okay. Any students that are not attending school are called, zoomed, or home visits are occurring to check in and see what ways we may provide support.

About the SARC

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

- For more information about SARC requirements 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	52
Grade 1	52
Grade 2	85
Grade 3	65
Grade 4	74
Grade 5	58
Total Enrollment	386

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	0.5
Asian	6
Filipino	3.1
Hispanic or Latino	39.6
Native Hawaiian or Pacific Islander	0.3
White	41.7
Two or More Races	5.2
Socioeconomically Disadvantaged	23.8
English Learners	13.2
Students with Disabilities	14.5
Foster Youth	0.5
Homeless	4.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Paradise Valley	18-19	19-20	20-21
With Full Credential	20	17	17
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Morgan Hill Unified	18-19	19-20	20-21
With Full Credential	♦	♦	370
Without Full Credential	♦	♦	11
Teaching Outside Subject Area of Competence	♦	♦	9

Teacher Misassignments and Vacant Teacher Positions at Paradise Valley Engineering Academy -- 2019

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	1	2
Total Teacher Misassignments*	0	1	2
Vacant Teacher Positions	0	0	1

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. *Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders, Gr K-5 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson Investigations with Envision supplement Gr K-5 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	TWIG Science by TWIG Education Gr K-5 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson My World The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** 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 in which data were collected: June 2020

System Inspected	Repair Status	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 Rating	Exemplary	

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	59	N/A	52	N/A	50	N/A
Math	61	N/A	43	N/A	39	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.

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 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	46	N/A	35	N/A	30	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: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
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-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	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.

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 2020-21)

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. All parents are vital collaborators to our school. Parents of English learners have the opportunity to learn about English Learner programs and participate in our English Language Advisory Committee (ELAC). 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!

Parents have the opportunity to participate, at no cost, in the District's Project to Inspire program through the California Association of Bilingual Education. The 12 week sessions cover the US Educational System, Learning Standards, advocacy strategies, and parent school leadership.

State Priority: School Climate

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

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

School Safety Plan (School Year 2020-2021)

Due to Covid 19 only students using our Connectivity Hub are on campus at this moment. However, when students are allowed to return the normal procedures will be back in place along with current health mandates. 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 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 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. This current year the PVEA staff will be trained on the Incident Command System, as well as, crisis response.

This year, Paradise Valley Engineering Academy staff, students and parents are creating a Positive Behavior Intervention Support (PBIS) program school wide. Staff members and parents have determined our top 5 values. 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 book reading for our Spanish speaking students.

Suspensions and Expulsions

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.9	1.6	4.9	5.0	3.5	3.5
Expulsions	0	0	.1	.2	.1	.1

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 2019-20	District 2019-20	State 2019-20
Suspensions	.02	.04	n/a
Expulsions	0	.001	n/a

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.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.153
Library Media Teacher (Librarian)	n/a
Library Media Services Staff (Paraprofessional)	n/a
Psychologist	1.5
Social Worker	0
Nurse	.15
Speech/Language/Hearing Specialist	1.125
Resource Specialist (non-teaching)	n/a
Other	1.05

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	25		3		22		2	2	26			
1	26		2		25		3		26		2	
2	21	1	3		26		2		26	3		
3	27		2		31		2		31		2	
4	29		3		32		2		32		2	
5	27	1	3		26	1	3		30		1	
Other**					10	1			17	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.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	9

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 to provide teachers with professional development opportunities that are unique to their needs and interests always keeping student learning at the center.

All teachers were provided training on strategies and platforms to teach during Distance Learning. They continue to receive ongoing support by the District's Teachers on Special Assignment.

Professional development was offered to administrators and teachers regularly during the school year and summer by district and school staff and external partners. Individual schools prioritize and align their professional development learning to their approved School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,318	\$49,782
Mid-Range Teacher Salary	\$83,434	\$76,851
Highest Teacher Salary	\$105,569	\$97,722
Average Principal Salary (ES)	\$127,689	\$121,304
Average Principal Salary (MS)	\$136,052	\$128,629
Average Principal Salary (HS)	\$131,848	\$141,235
Superintendent Salary	\$270,778	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32.0	33.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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

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

DataQuest

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

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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	5299.74	101.15	5198.59	85537
District	N/A	N/A	8495.23	\$81,305
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-48.1	5.1
School Site/ State	-39.4	7.7

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