

# SARC 2015-16

## SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17

### Paradise Valley Engineering Academy

Address: 1400 La Crosse Dr. Morgan Hill, CA 95037-5675

Principal: Swati Dagar, Principal

Phone: (408) 201-6460

Email: [dagars@mhusd.org](mailto:dagars@mhusd.org)

Web Site:

CDS Code: 43695836098271



### Morgan Hill Unified

Superintendent: Steve Betando

Phone: (408) 201-6023

Email: [betandos@mhusd.org](mailto:betandos@mhusd.org)

Web Site: [www.mhusd.org](http://www.mhusd.org)



## I DATA AND ACCESS

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).%

### Internet Access

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

## II ABOUT THIS SCHOOL

### District Contact Information Most Recent Year

District Name: Morgan Hill Unified  
 Phone Number: (408) 201-6023  
 Superintendent: Steve Betando  
 E-mail Address: [betandos@mhusd.org](mailto:betandos@mhusd.org)  
 Web Site: [www.mhusd.org](http://www.mhusd.org)

### School Contact Information Most Recent Year

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: Swati Dagar, Principal  
 E-mail Address: [dagars@mhusd.org](mailto:dagars@mhusd.org)  
 Web Site:  
 County-District-School  
 (CDS) Code: 43695836098271

## School Description and Mission Statement (School Year 2016–17)

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. At Paradise Valley Engineering Academy, we believe that a nurturing and supportive environment is key to meeting the needs of our students. We are a child-centered school, committed to preparing our diverse student population with a technology integrated quality education with a focus on developing critical analytical skills using the Engineering Design Process and providing students the support necessary to maximize their potential so that they become life-long learners and positive contributors to our global society.

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

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

Our Mission: Our mission is to inspire passion in our students to be:

Tenacious learners who apply the  
Engineering Design Process to achieve  
Academic success and be  
Motivated students who make a positive impact at home, at school, and in the community.

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

The school facilities consists of three "hub" buildings and seven portable classrooms. The largest contains the administrative offices, staff room, library, Design Lab, an Exploration Science Center, and 6 classrooms. The secondary hub contains the multi-purpose room, kitchen facilities and 10 classrooms. The third hub houses three classrooms and is adjacent to the portable classrooms which provide additional instructional space for the upper grades, SDC, Speech, and Resource Specialist.

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, typing tools, and google apps for education. We have a state of the art Design lab which serves as a fabulous resource to provide students with project based learning activities. It has 5 interactive tables, 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 chromebook carts to increase the interactivity of learning. Document cameras also support this effort along with an increased use of computer stations within classrooms. Our 2nd- 4th grade classrooms share chromebook carts and our 5th graders have their own class set of chromebooks for use. Technology integration, hands-on inquiry, and critical analysis skills is a big focus at Paradise Valley Engineering Academy to develop global citizenship.

### Student Enrollment by Grade Level (School Year 2015-16)

### Student Enrollment by Student Group (School Year 2015-16)

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	75
Grade 1	60
Grade 2	96
Grade 3	109
Grade 4	93
Grade 5	114
Grade 6	83
Total Enrollment	630

Student Group	Percent of Total Enrollment
Black or African American	0.6%
American Indian or Alaska Native	1%
Asian	6.3%
Filipino	1.7%
Hispanic or Latino	38.4%
Native Hawaiian/Pacific Islander	0.2%
White	48.1%
Two or More Races	3.2%
Socioeconomically Disadvantaged	27.1%
English Learners	11.9%
Students with Disabilities	12.1%
Foster Youth	0.5%

## A. CONDITIONS OF LEARNING

### STATE PRIORITY: BASIC

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

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

### Teacher Credentials

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	29	27	24	375
Without Full Credential	1	1	1	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	11

## Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
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.

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	97.77%	2.23%
High-Poverty Schools in District	98.21%	1.79%
Low-Poverty Schools in District	94.39%	5.61%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: December 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Grades TK-6 Language Arts (TK-2: Core Knowledge, gr 3-6 Expeditionary Learning)	yes	0%
Mathematics	Pearson Investigations with Envision supplement Gr K-5	yes	0%
Science	MacMillian-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science Series	yes	0%
History-Social Science	Houghton Mifflin Social Science Series McDougal Littell CA	yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

## School Facility Conditions and Planned Improvements

Our current site consists of three hubs that house classrooms, a Design Lab, an Exploration Center, a cafeteria, a kindergarten pod, a library, and offices.

The Maintenance, Grounds and Custodial staff continue to work together to provide a safe, clean and well maintained learning environment to help support student achievement.

As part of the Measure G Bond funds, Paradise Valley engineering Academy received a technology infrastructure upgrade which will included campus wide WiFi, a new phone system, some indoor facilities painting, and a new clock/public address system. Over the summer of 2014 the entire campus was re-roofed, all of the HVAC units were replaced and all of the student and staff restrooms were renovated. Summer of 2016 three classrooms were transformed into innovation spaces to allow space for engineering project based learning for students.

A new multipurpose room, administration office and additional modular classrooms is currently under design and projected to start summer 2017.

### School Facility Good Repair Status

Using the most recent 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 Overall Rating

Month and year in which data were collected: June 2016

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

### Overall Facility Rate

Month and year in which data were collected: June 2016

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

## 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], Science California Standards Tests) 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	60%	66%	51%	53%	44%	48%
Mathematics (grades 3-8 and 11)	61%	64%	43%	43%	34%	36%

NOTE: Scores are not shown 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.



CAASPP Test Results in ELA by Student Group (ELA)  
 Grades Three through Eight and Eleven (School Year 2015–16)  
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	110	108	98.18%	60.19%
Male	57	56	98.25%	51.79%
Female	53	52	98.11%	69.23%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	42	100.00%	38.10%
Native Hawaiian or Pacific Islander	--	--	--	--
White	51	49	96.08%	73.47%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	32	100.00%	25.00%
English Learners	19	19	100.00%	15.79%
Students with Disabilities	16	16	100.00%	37.50%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	89	95.70%	73.03%
Male	55	53	96.36%	66.04%
Female	38	36	94.74%	83.33%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	31	96.88%	67.74%
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	46	95.83%	76.09%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	21	95.45%	33.33%
English Learners	--	--	--	--
Students with Disabilities	16	15	93.75%	40.00%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	115	113	98.26%	65.49%
Male	67	67	100.00%	65.67%
Female	48	46	95.83%	65.22%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	47	100.00%	61.70%
Native Hawaiian or Pacific Islander				
White	54	52	96.30%	67.31%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	32	100.00%	50.00%
English Learners	--	--	--	--
Students with Disabilities	15	14	93.33%	14.29%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	83	79	95.18%	68.35%
Male	54	50	92.59%	62.00%
Female	29	29	100.00%	79.31%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	32	96.97%	62.50%
Native Hawaiian or Pacific Islander				
White	42	39	92.86%	71.79%
Two or More Races				
Socioeconomically Disadvantaged	19	19	100.00%	52.63%
English Learners	--	--	--	--
Students with Disabilities	13	13	100.00%	30.77%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## CAASPP Assessment Results –Mathematics

## Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

## Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	110	108	98.18%	71.96%
Male	57	56	98.25%	67.27%
Female	53	52	98.11%	76.92%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	42	42	100.00%	54.76%
Native Hawaiian or Pacific Islander	--	--	--	--
White	51	49	96.08%	85.42%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	32	100.00%	40.63%
English Learners	19	19	100.00%	36.84%
Students with Disabilities	16	16	100.00%	53.33%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	93	89	95.70%	71.91%
Male	55	53	96.36%	67.92%
Female	38	36	94.74%	77.78%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	32	31	96.88%	70.97%
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	46	95.83%	71.74%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	22	21	95.45%	38.10%
English Learners	--	--	--	--
Students with Disabilities	16	15	93.75%	26.67%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	115	113	98.26%	55.75%
Male	67	67	100.00%	62.69%
Female	48	46	95.83%	45.65%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	47	100.00%	46.81%
Native Hawaiian or Pacific Islander				
White	54	52	96.30%	63.46%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	32	32	100.00%	31.25%
English Learners	--	--	--	--
Students with Disabilities	15	14	93.33%	28.57%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	83	79	95.18%	56.96%
Male	54	50	92.59%	54.00%
Female	29	29	100.00%	62.07%
Black or African American	--	--	--	--
American Indian or Alaska Native				
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	33	32	96.97%	50.00%
Native Hawaiian or Pacific Islander				
White	42	39	92.86%	61.54%
Two or More Races				
Socioeconomically Disadvantaged	19	19	100.00%	31.58%
English Learners	--	--	--	--
Students with Disabilities	13	13	100.00%	30.77%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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



## CAASPP Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	70%	78%	79%	66%	59%	62%	60%	56%	54%

## CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	115	112	97.39%	78.57%
Male	67	67	100.00%	85.07%
Female	48	45	93.75%	68.89%
Black or African American				
American Indian or Alaska Native				
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	47	47	100.00%	72.34%
Native Hawaiian or Pacific Islander				
White	54	51	94.44%	82.35%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	32	31	96.88%	67.74%
English Learners	–	–	–	–
Students with Disabilities	15	13	86.67%	53.85%
Students Receiving Migrant Education Services	–	–	–	–
Foster Youth	–	–	–	–

## 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 2015-16)

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	19.40%	15.70%	17.60%

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.

## 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 2016–17)

We have many ways for parents to participate in the life of our students at school. Parents can join our School Site Council, which works with administration to help make financial decisions for the school. Parents of English learners are vital to our school improvement, our ELAC, and to our outreach efforts on behalf of new families. 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. Our Book Fair fund-raiser is entirely run with parent support. The Home and School Club provides hospitality at the opening day of school, staff appreciation luncheon, and a welcome back barbecue/ Fall Festival. They also sponsor assemblies and an annual auction/dinner dance. Our parent Home and School Club is the heart and soul of our community and provide many activities for our students. We ask all parents to attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. We always need and welcome new volunteers! The contact person for parent involvement is Lori Edwards, Kelley Chimienti, Yada Forbes, Denise David, Torey Cetani, or the Principal Swati Dagar.

### STATE PRIORITY: SCHOOL CLIMATE

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

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

## Suspensions and Expulsions

Rate*	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.16	1.36	1.90	5.67	3.77	3.52	4.36	3.80	3.65
Expulsions	0.00	0.00	0	.22	.25	.12	0.10	0.09	0.09

### School Safety Plan – Most Recent Year

Staff monitor the school grounds for recess 15 minutes before and after school as well as at morning recess. Paid yard-duty monitors supervise the students at recess and lunch time. Teachers regularly review the rules for safe, responsible, and respectful behavior in school and on the playground. The fence at the back of the school is locked all day (except during morning drop off and afternoon dismissal time). Visitors must enter the school through the main door and sign in at the office, where they receive a visitors' badge to wear throughout their stay.

The school safety plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available in our school office and keep copies in the office. We share the plan with all staff during staff meetings. We practice fire and earthquake drills every month and hold training for staff on emergency preparedness once a year. The Morgan Hill Police Department will train our students and staff on Run-Hide-Defend/ Code Red procedures.

In addition, to affect our school climate, the Paradise Valley Engineering Academy staff, students and parents are adopting a Positive Behavior Intervention Support program school wide. Parents/ staff members are being trained this 2016-17 school year to kick it off school wide for the 2017 -18 school year. This PBIS program will compliment and enhance the currently existing positive behavior program with a broad range of systemic and individualized strategies for achieving important social and learning outcomes while positively motivating student behavior. This school-wide approach prevents behavioral and academic failure and actively promotes desired behavior. School-wide PBIS focuses on the development and implementation of proactive procedures and practices to prevent problem behavior for all students and improve school climate. As a part of the current positive behavior reinforcement, we use Panther Pride tickets to reward student behavior and provide for more opportunities for positive behavior choices. At the end of the month, students have the opportunity to access the "Panther Den" to exchange their earned Panther Pride tickets for fun rewards. In addition the Paradise Valley community has a school wide implementation of Project Cornerstone. Parent volunteers/ Project Cornerstone ABC readers read 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.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2009-2010
Year in Program Improvement*	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38%

NOTE: Cells with NA values do not require data.

## Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	32		2	1	24		3		26		3	
1	27	1	3		24		4		23		3	
2	30		3		27		4		25		4	
3	23	1	4		25	1	3		26		4	
4	31		3		26		4		28		3	
5	31		3		29		3		27		4	
6	30		3		25	1	3		26		3	
Other	13	1										

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

## Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.31	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.17	N/A
Speech/Language/Hearing Specialist	2	N/A
Resource Specialist (non - teaching)	1	N/A
Other	.66	N/A

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

\* 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 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4065	\$22	\$4043	\$70389
District	N/A	N/A	\$6186	\$69092
Percent Difference – School Site and District	N/A	N/A	-34.64%	1.88%
State	N/A	N/A	\$5677	\$71517
Percent Difference – School Site and State	N/A	N/A	-28.78%	-1.58%

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

### Types of Services Funded (Fiscal Year 2015-16)

Paradise Valley does not receive Federal Title I funding, but our Title III LCAP funds are used to support our English learners. Our School-Based Coordinated Program Funds are used to pay for some classroom supplies, technology, engineering curriculum, workbooks and teacher/ administrative attendance at conferences for professional development.

Our Home and School Association raises funds for classroom supplies, field trips, library books, and special assemblies through our annual book fair and Parents' Night Out dinner and auction. Part of this money also goes toward scholarships for fifth grade Science Camp.

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47967	\$43821
Mid-Range Teacher Salary	\$71004	\$69131
Highest Teacher Salary	\$89851	\$89259
Average Principal Salary (Elementary)	\$105837	\$108566
Average Principal Salary (Middle)	\$114173	\$115375
Average Principal Salary (High)	\$129331	\$125650
Superintendent Salary	\$223871	\$198772
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

## Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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 entire teaching staff has been trained in the 2015-16 school year, all our teachers were trained in the Engineering curriculum (Engineering is Elementary) by a Santa Clara County Office of Education support provider. Our teachers are provided on-going support for the CCSS Implementation, for Engineering curriculum integration, technology integration in everyday lessons, etc. by fellow teachers, by the Engineering TOSA, by the Principal, and by the District ESD. Staff has been trained on EL/ GLAD strategies and is provided continuous refresher trainings on Systematic ELD to address needs of our EL students. With the focus on technology integration with the Common Core Standards and Engineering focus, a team of teachers attended a 3-day technology conference, Computers Using Educators (CUE Conference). Three lead teachers also attended the STEM (Science, Technology, Engineering, and Math Conference) at the beginning of this year with the aim of enhancing technology integration and focusing on project based learning, enhancing the engineering design process. The lead teachers came back and in turn shared their learning with their teaching peers. Our school site leadership team and Technology Leadership team meet regularly to develop collaboration topics and to co-facilitate these meetings.