

# P. A. Walsh STEAM Academy

353 West Main Ave. • Morgan Hill, CA, 95037 • 408-201-6500 • Grades K-5

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## 2017-18 School Accountability Report Card Published During the 2018-19 School Year

### Morgan Hill Unified School District

15600 Concord Circle  
Morgan Hill, CA, 95037  
408-201-6023  
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#### District Governing Board

Mary Patterson, President  
Carol Gittens, Vice President  
John Horner, Trustee  
Teresa Murillo, Trustee  
Heather Orosco, Trustee  
Wendy Sullivan, Trustee  
Vanessa Sutter, Trustee

#### District Administration

Steve Betando  
Superintendent  
Fawn Myers  
Assistant Superintendent Human  
Resources  
Kirsten Perez  
Assistant Superintendent Business  
Services  
Dr. Ramon Zavala  
Assistant Superintendent  
Educational Services

### School Description

P.A. Walsh STEAM Academy is located in the heart of Morgan Hill. The school began educating the children of Morgan Hill in 1952. Our commitment to learning throughout the generations has given us a tie to the community that is in keeping with our small town atmosphere. The students at Walsh have been given wonderful learning tools, including one to one devices for all students in order to have technology-enhanced instruction. The school has a fully equipped STEAM Lab and an Art Studio.

P. A. Walsh STEAM Academy shares the MHUSD vision that all students will receive an excellent education and be empowered to succeed in school. Our students will be prepared to achieve in our diverse, global society and to make meaningful contributions to their community. Students will become critical thinkers and problem solvers who can thrive in the challenges of the 21st century.

The mission of P. A. Walsh STEAM Academy is to provide community-oriented learning experiences, which are centered on a rigorous curriculum and authentic learning opportunities that inspire innovation, inquiry, critical thinking, and academic excellence, preparing students for personal and professional success. This will occur through the integration of Science, Technology, Engineering, the Arts, and Mathematics in order to foster and develop a life-long passion for learning.

In class and after-school intervention classes for students provide supplemental learning opportunities including dance, reading clubs, and fitness. Our Gifted and Talented Education (GATE) program identifies students who can benefit from enrichment and accelerated learning opportunities. All students in third grade take an exam for eligibility in the program. Grades PK-5 are making strong use of tablets and Chromebooks and through the on-site Study Island program and Lexia.

P.A. Walsh STEAM Academy participates in the After School Education and Safety (A.S.E.S.) Program which partners our school and the local Y.M.C.A. to provide STEAM activities, homework support, safe after-school supervision and a nutritious meal to our students. Each year, up to 90 students attend the after-school YMCA program which includes a supper, homework assistance, physical fitness, and enrichment activities. The program operates after school each day from 2:30 p.m. until 6:00 P.M. and there is a small charge to the families.

Student achievement continues to be our primary focus at Walsh. We are supporting growth through reading intervention, Professional Learning Communities in Math and English Language Arts and the implementation of the Wonders English Language Development program. Teachers collaborate regularly using summative data and formative data to monitor student learning and design instruction to meet differentiated needs.

Students are provided with a variety of opportunities for involvement in activities that foster leadership skills and character development. Students are also encouraged and guided to participate in Student Council, Safety Patrol, Makers' Fair and, the Tech Museum Challenge. Walsh also has College lessons that are implemented school-wide. Each classroom conducts lessons designed to help students understand the various pathways to college, guide students in how to set and achieve goals and connect with the opportunities that higher education provides.

Walsh has a dedicated and highly-qualified staff of educational professionals working with students each day. The staff, community volunteers, and after-school program personnel support the students with an approach to learning that is sensitive to the needs of each child.

We have a Resource Specialist Program (RSP) teacher and instructional assistant who work with our special education students. We have a speech therapist and a psychologist. Resource students stay in the regular classroom as much as possible, some come to the RSP classroom to work in small groups or individually in the area of need. In the regular classroom, they receive accommodations according to their Individualized Education Plan (IEPs). Examples include extended time on tests, sitting close to the teacher, and/or modified homework. Our resource students have mild to moderate learning differences such as visual or auditory processing problems or language delays. We provide Designated Instructional Services in occupational therapy and adaptive PE as necessary.

We have two Special Day Classes (SDC) for students requiring more support. These classes are staffed by highly trained teachers and instructional assistants. All special education students participate in school-wide activities, field trips, weekly music lessons, assemblies, Science Camp and other mainstreaming opportunities as determined appropriate by their IEP team.

All of our teachers are Cross-cultural Language and Academic Development (CLAD) certified with the proper authorization to support the instructional needs of English Learners (ELs). Teachers work with ELs in small groups according to their language proficiency level. All ELs receive daily English Language Development (ELD) for 30-45 minutes every day. English Learners are grouped according to their proficiency levels and teacher feedback. All teachers have participated in training that addresses ways to present subject matter to English Learners and have completed training for ELD. We encourage the parents of English learners to join our English Learner Advisory Council (ELAC). We depend on the ELAC to provide guidance and feedback to help improve and expand services to English Learners.

P.A. Walsh STEAM Academy is partnering with the San Jose Tech Museum. This partnership provides field trips and learning experiences that provide 21st-century skills for all students in addition to up to the minute training in STEAM activities.

Our staff is fully trained in the Positive Behavior Intervention and Support (PBIS) which focuses on teaching students in a positive manner how to behave in all areas of the school. Students and staff refer to this as the Walsh Way.

## 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, 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	102
Grade 1	82
Grade 2	69
Grade 3	65
Grade 4	80
Grade 5	63
Grade 6	2
Grade 7	2
Grade 8	5
<b>Total Enrollment</b>	<b>470</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.9
Asian	3.4
Filipino	0.9
Hispanic or Latino	78.1
Native Hawaiian or Pacific Islander	0.2
White	13.6
Socioeconomically Disadvantaged	70.0
English Learners	48.3
Students with Disabilities	10.4
Foster Youth	0.0

## 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			
P. A. Walsh STEAM Academy	16-17	17-18	18-19
With Full Credential	27	25	24
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0
Morgan Hill Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	388
Without Full Credential	♦	♦	7
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
P. A. Walsh STEAM Academy	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)**

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Education World of Wonders, Gr TK, 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	MacMillian-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science Series The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin Social Science Series McDougal Littell CA (half year), Pearson My World (half year) 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)**

Walsh Elementary School being one of our oldest schools opened their 2013 school year as P.A. Walsh STEAM Academy (Science, Technology, Engineering, Arts and Math).

As part of the Measure G Bond funds, Walsh 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. All classroom interiors were painted and new flooring installed along with creating a science lab and art classroom and restrooms were renovated. A new drop off and parking was also installed.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: Jul/Aug 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	Interior surfaces completed in 2014.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Restrooms were renovated 2014.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	Roof replacement 2014.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</b>	

## 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	23.0	25.0	52.0	52.0	48.0	50.0
Math	14.0	16.0	42.0	43.0	37.0	38.0

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

### 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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	25.4	19.0	14.3

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	230	217	94.35	24.88
<b>Male</b>	123	114	92.68	15.79
<b>Female</b>	107	103	96.26	34.95
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	184	175	95.11	20.00
<b>White</b>	34	31	91.18	35.48
<b>Socioeconomically Disadvantaged</b>	167	162	97.01	16.67
<b>English Learners</b>	135	130	96.30	16.92
<b>Students with Disabilities</b>	33	31	93.94	3.23
<b>Students Receiving Migrant Education Services</b>	17	17	100.00	5.88
<b>Foster Youth</b>	--	--	--	--

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

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

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

**School Year 2017-18 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	231	221	95.67	16.29
Male	124	119	95.97	17.65
Female	107	102	95.33	14.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	184	178	96.74	14.61
White	34	32	94.12	18.75
Socioeconomically Disadvantaged	168	165	98.21	10.91
English Learners	136	134	98.53	11.94
Students with Disabilities	34	31	91.18	6.45
Students Receiving Migrant Education Services	17	17	100	5.88
Foster Youth	--	--	--	--

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

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

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

### 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 2018-19)

There are many ways for parents to participate in the life of our school, and we depend on them and appreciate all they do to enrich everything we do at school.

For several years, the Latino community has responded in a positive way to a call to bring the "Los Dichos" program to Walsh. Many Latino parents read in classrooms on a regular basis as a way to bring in culture and customs into the classrooms.

Another Project Cornerstone program is ABC Readers. Parents come to classrooms and read a story each month that helps the students understand and grow in a character trait, such as respect, honesty, cooperation, and empathy.

Additionally, parents serve on the School Site Council (SSC), which collaborates with administration and staff to develop and monitor the school plan with the aim of improving the academic performance of all students to meet performance goals.

Parents of English Learners are vital partners in all school efforts. EL parents comprise the school's ELAC: English Learner Advisory Council and provide feedback to school staff and the SSC in all decisions, including the school plan and school budget.

The Home and School Club (HSC) coordinates all school fundraisers, which provide funds for a variety of events, classroom projects, supplies, and assemblies. Families attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. We have English as a Second Language classes for parents and Strengthening Families parenting classes to help families to grow and learn together. Walsh staff and the HSC host Astronomy Night, Literacy Night and other learning nights throughout the year.

**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**

P.A. Walsh STEAM Academy has a long history of creating a safe learning environment. Staff monitors the school grounds before and after school as well as at recess and at lunchtime. Teachers regularly review the rules for respectful, responsible and safe behavior in school and on the playground. Walsh has a closed campus that is fully fenced-in. Visitors must enter the school through the main door and sign in at the office, where they receive a visitor's badge to wear throughout their stay. All staff has been trained to ask any person without a badge to return to the office.

We review our School Safety Plan each year. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share the plan with staff, the district resource officer and School Site Council approves updates. We practice fire, earthquake and other safety drills, and hold trainings for staff on emergency preparedness.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.7	1.7	0.8
Expulsions Rate	0.2	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.5	4.2	4.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

**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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.375
Psychologist	.5
Social Worker	
Nurse	.15
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	.6
Other	.75
Average Number of Students per Staff Member	
Academic Counselor	

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



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

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	24	22	26		1		5	4	4			
1	20	23	26	2			1	2	3			
2	26	23	25				3	2	2			
3	32	23	22		1	1	2	3	3			
4	31	30	24				3	2	3			
5	29	27	24		1	1	3	3	2			
6	24			1			3					
Other	10	25		2				1				

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

**Professional Development provided for Teachers**

Teachers attend staff development throughout the school year. In the past few years, these days have been devoted to learning the core curriculum and learning all the elements of integrating Science, Technology, Engineering, Arts and Math (STEAM). During collaboration meetings, teachers continue to work in Professional Learning Communities (PLCs) and work on developing PBIS: Positive Behavior and Intervention Support for students. This will support the implementation of a school-wide behavior support program at P.A. Walsh STEAM Academy.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,713	\$47,547
Mid-Range Teacher Salary	\$79,027	\$74,775
Highest Teacher Salary	\$99,994	\$93,651
Average Principal Salary (ES)	\$118,409	\$116,377
Average Principal Salary (MS)	\$124,347	\$122,978
Average Principal Salary (HS)	\$134,968	\$135,565
Superintendent Salary	\$255,234	\$222,853
Percent of District Budget		
Teacher Salaries	35.0	35.0
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/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5528.65	385.21	5143.44	79300
District	◆	◆	8061.40	\$75,780
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-44.2	4.5
Percent Difference: School Site/ State			-32.3	3.6

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Types of Services Funded**

In addition to the state and local funds our school received for general education, P.A. Walsh STEAM Academy received ELA/LEP funds. These funds benefit all students and include amounts designated for English Learners (ELs).

Federal Title I funds pay for personnel and materials needed to support at-risk students.

Our Home and School Club raises funds for classroom supplies, field trip fees, library books, and special assemblies. We couldn't do the great things we do without their help!

**DataQuest**

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

**Internet Access**

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