

P. A. Walsh STEAM Academy

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Morgan Hill Unified
Phone Number	(408) 201-6023
Superintendent	Steve Betando
Email Address	betandos@mhUSD.org
Website	www.mhUSD.org

School Contact Information (School Year 2019—20)	
School Name	P. A. Walsh STEAM Academy
Street	353 West Main Ave.
City, State, Zip	Morgan Hill, Ca, 95037-4530
Phone Number	408-201-6500
Principal	Shannon Rafat, Principal
Email Address	rafats@mhUSD.org
Website	www.mhUSD.org
County-District-School (CDS) Code	43695836047922

Last updated: 12/17/2019

School Description and Mission Statement (School Year 2019—20)

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 workplace 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 implementing various programs such as Study Island 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 operates each school day from 2:30 p.m. until 6:00 P.M. for a small charge to the families.

Additionally, we offer an after school program that provides both intervention and enrichment opportunities to many of our students. Our teachers and paraprofessionals offer classes such as gardening, LEGO Club, Art, reading intervention, homework help. We also offer Spanish instruction in reading and writing for our Spanish speaking population to better prepare them for Spanish class at the middle and high school levels.

Student achievement continues to be one of our main academic goals at Walsh. We are supporting growth through reading intervention, with three paraprofessionals who have had extensive training in Leveled Literacy Intervention. Students are grouped by reading level and are given differentiated instruction in a group of four students or less. Collaboration between the teachers and reading staff are prioritized and time is allocated to review data on the students receiving this service. At least 2 early release days annually are dedicated to collaboration between grade levels and support staff for this purpose. During this designated time, 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. Another goal is to increase the social-emotional development of our students. Each week a message focusing on character development is announced by the principal. This message is used by the teachers to guide discussion and lessons throughout the week. The staff has been trained by Rebekah's Counseling Services on Trauma informed teaching as well as best practices for teaching students with sensory needs. The school is committed to supporting each student in all areas.

Walsh offers three comprehensive programs: a Resource Specialist Program (RSP) and two Special Day Class (SDC). We also have a full time speech therapist and a psychologist who visits our school two days a week. Students receiving RSP services typically stay in the general education classrooms for the majority of their school day and receive support in the areas of Reading, Writing and Math. Students receiving SDC services are part of a small group with differentiated instruction for all academic areas. 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 and up to the minute training in STEAM activities.

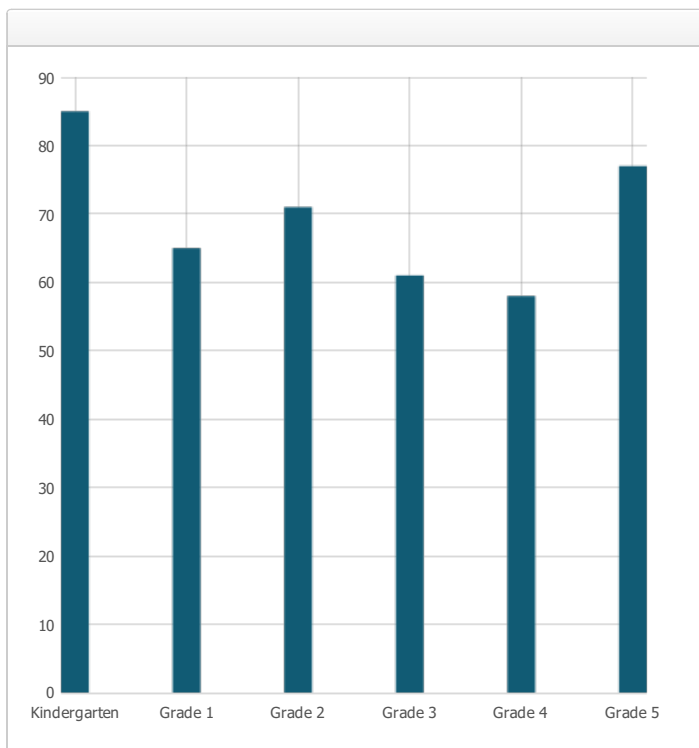
Our staff is fully trained in the Positive Behavior Intervention and Support (PBIS) which focuses on teaching students in a positive manner how to behave in all areas of the school. Students and staff refer to this as the Walsh Way. The students recite the pledge every morning during announcements: I will be responsible, be respectful and be safe and my school, my home and my community each day. Students are rewarded by the staff with Paw Prints which emphasizes our commitment to providing a safe, and nurturing learning environment.

Last updated: 12/16/2019

Student Enrollment by Grade Level (School Year 2018—19)

Kindergarten enrollment reflects combined Kindergarten and Transitional Kindergarten numbers

Grade Level	Number of Students
Kindergarten	85
Grade 1	65
Grade 2	71
Grade 3	61
Grade 4	58
Grade 5	77
Total Enrollment	417



Last updated: 1/3/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.20 %
American Indian or Alaska Native	1.00 %
Asian	2.90 %
Filipino	1.40 %
Hispanic or Latino	78.20 %
Native Hawaiian or Pacific Islander	0.20 %
White	12.00 %
Two or More Races	1.90 %
Other	-6.70 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	70.50 %
English Learners	46.00 %
Students with Disabilities	14.10 %
Foster Youth	%
Homeless	8.90 %

A. Conditions of Learning

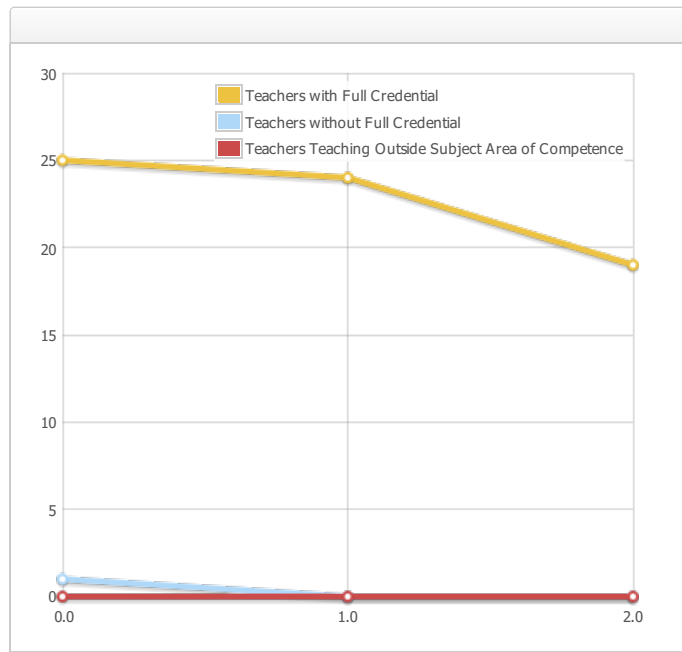
State Priority: Basic

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

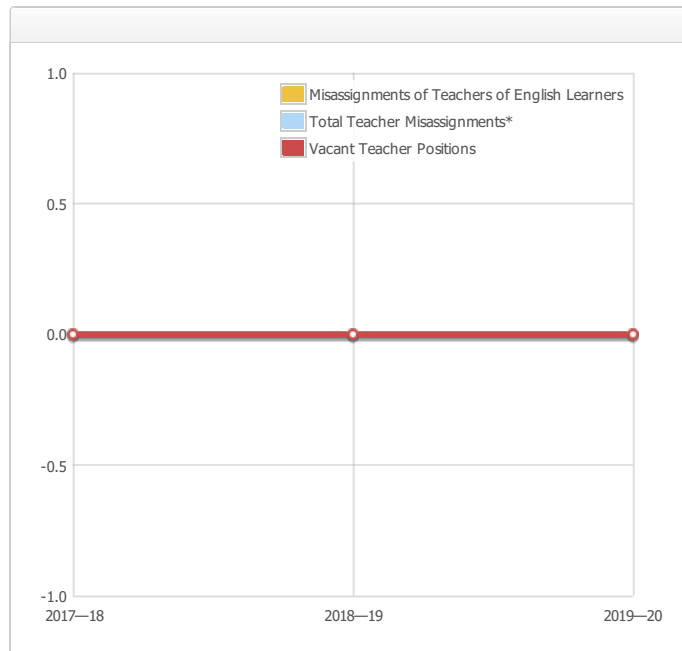
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	25	24	19	364
Without Full Credential	1	0	0	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6



Last updated: 12/16/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of 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.

Last updated: 12/16/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education World of Wonders, Gr TK, McGraw Hill Wonders, Gr K-5	Yes	0.00 %
Mathematics	Pearson Investigations with Envision supplement	Yes	0.00 %
Science	TWIG Science by TWIG Education	Yes	0.00 %
History-Social Science	Pearson My World	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/2/2020

School Facility Conditions and Planned Improvements

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.

Last updated: 12/17/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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Last updated: 12/17/2019

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	25.0%	28.0%	52.0%	52.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	16.0%	18.0%	43.0%	43.0%	38.0%	39.0%

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.

Last updated: 1/3/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	208	198	95.19%	4.81%	27.78%
Male	117	111	94.87%	5.13%	23.42%
Female	91	87	95.60%	4.40%	33.33%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	165	157	95.15%	4.85%	24.84%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	24	24	100.00%	0.00%	20.83%
Two or More Races					
Socioeconomically Disadvantaged	146	142	97.26%	2.74%	22.54%
English Learners	119	114	95.80%	4.20%	21.93%
Students with Disabilities	39	37	94.87%	5.13%	8.11%
Students Receiving Migrant Education Services	15	14	93.33%	6.67%	28.57%
Foster Youth					
Homeless				11.76%	

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.

Last updated: 1/3/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	208	201	96.63%	3.37%	18.41%
Male	117	113	96.58%	3.42%	20.35%
Female	91	88	96.70%	3.30%	15.91%
Black or African American					
American Indian or Alaska Native	--	--	--	--	
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	165	159	96.36%	3.64%	17.61%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	24	24	100.00%	0.00%	12.50%
Two or More Races					
Socioeconomically Disadvantaged	146	144	98.63%	1.37%	15.97%
English Learners	119	117	98.32%	1.68%	15.38%
Students with Disabilities	39	38	97.44%	2.56%	10.53%
Students Receiving Migrant Education Services	15	15	100.00%	0.00%	20.00%
Foster Youth					
Homeless				11.76%	

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.

Last updated: 1/3/2020

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 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
Science (grades 5, 8, and high school)						

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/3/2020

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 2018—19)

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	19.00%	22.80%	15.20%

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

Last updated: 1/2/2020

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 2019—20)

There are many ways for parents to participate in the life of our school. 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.

New this year, in hopes to support parent volunteers, we have created a Wolf Den Cubs group in which parents take turns watching younger siblings so that parents can volunteer in their students classroom. This not only increases our parent volunteers but it provides support for the teachers as well as develops a community within our families.

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. We have monthly meetings to discuss how we are using our funds to meet the goals set at the beginning of the year. This advisory committee is a combination of teachers, staff, parents and the administrator.

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. Additionally, we offer CAFE parenting classes in Spanish during the day which assists them in becoming better parents as well as familiarizing them with the education system in the United States.

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. We are committed to building a partnership between the students, the staff and the families. Therefore, we have many activities after school that encompass both academic and community engagement focuses. The teachers and staff offer a Literacy Night, Math Night and STEAM Night where families engage in evenings full of interactive and engaging academics. All the families walk away with not only a learning experience but a take home kit for them to continue the fun at home as well. The HSC offers community building multicultural events such as Astronomy Night, Loteria, Sweets with Santa, a family dance and fun run.

State Priority: Pupil Engagement

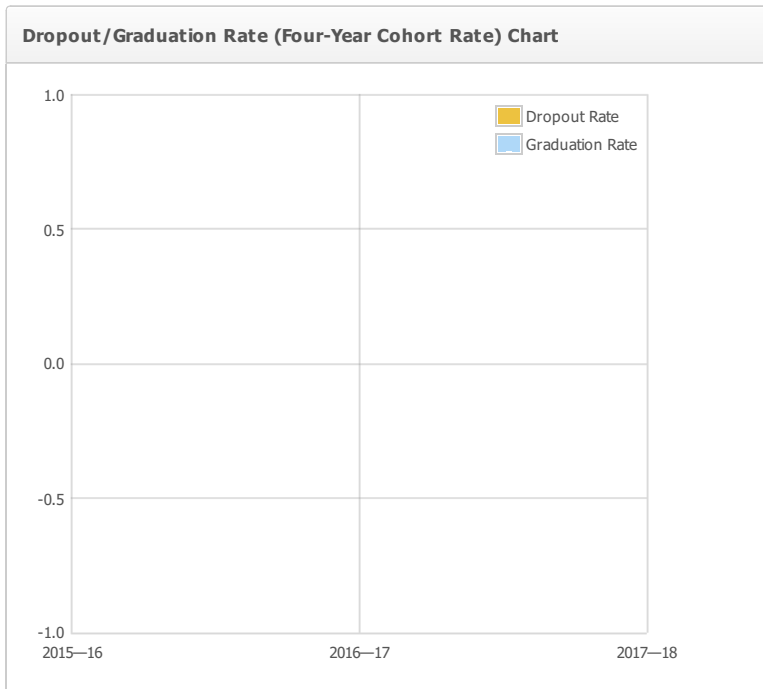
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	5.40%	9.70%
Graduation Rate	--	88.80%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	--	6.50%	9.00%	9.10%	9.60%
Graduation Rate	--	--	89.00%	86.20%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/3/2020

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 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	1.70%	0.80%	0.00%	4.20%	4.90%	5.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.20%	0.10%	0.10%	0.10%

Last updated: 1/3/2020

School Safety Plan (School Year 2019—20)

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 have been trained to ask any person without a badge to return to the office.

We review our School Safety Plan each year; the most recent plan was approved at the School Site Council on September 9th, 2019. . The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share the plan with staff, the district resource officer and it is posted on the website. School Site Council approves any updates. We practice fire, earthquake and other safety drills, and hold trainings for staff on emergency preparedness.

Our school calendar includes a monthly fire drill and quarterly earthquake drills. We participated in the Great Shake Out in October as well. The Run, Hide, Defend drill was choreographed by our School Resource Officers. Teachers, staff and parents were provided with notification of this drill and with the communication tools to discuss this potential traumatic drill with students. This drill was performed in November 2019. We will continue to be as prepared as possible to ensure the safety of our students and community.

Last updated: 12/16/2019

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	1	4	
1	23.00		2	
2	23.00		2	
3	23.00	1	3	
4	30.00		2	
5	27.00	1	3	
6				
Other**	25.00		1	

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	26.00		4	
1	26.00		3	
2	25.00		2	
3	22.00	1	3	
4	24.00		3	
5	24.00	1	2	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.00		4	
1	22.00		3	
2	22.00		3	
3	22.00	1	2	
4	30.00		1	
5	26.00	1	3	
6				
Other**				

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

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

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

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

**Average Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.37
Psychologist	0.50
Social Worker	
Nurse	0.15
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0.50
Other	0.50

*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.

Last updated: 1/6/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5501.28	\$341.82	\$5159.45	\$80248.00
District	N/A	N/A	\$7927.41	\$78079.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$78059.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 12/19/2019

Types of Services Funded (Fiscal Year 2018—19)

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).

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!

We fund a six-hour bilingual liaison to help us communicate more effectively with our Spanish-speaking population and to administer the annual ELPAC. Our school-based monies are used mainly for reading intervention programs, instructional supplies and materials. Grant money is used to support mathematics professional development. All of the goals of the site plan are developed, discussed, approved, and monitored by the School Site Council and the ELAC participants. Updates are given as a part of the monthly ELAC and SSC meetings. Additional reports are given to the Home School and Community Club at each of its meetings. We also have a district funded MTSS Coordinator and Reading Specialist who focus on collaboration, reading and writing.

Federal Title I funds pay for personnel and materials needed to support at-risk students. These funds also pay for a reading intervention program, staff development and curriculum planning for teachers to provide rigorous instruction in the classroom. It also pays for opportunities for parent engagement.

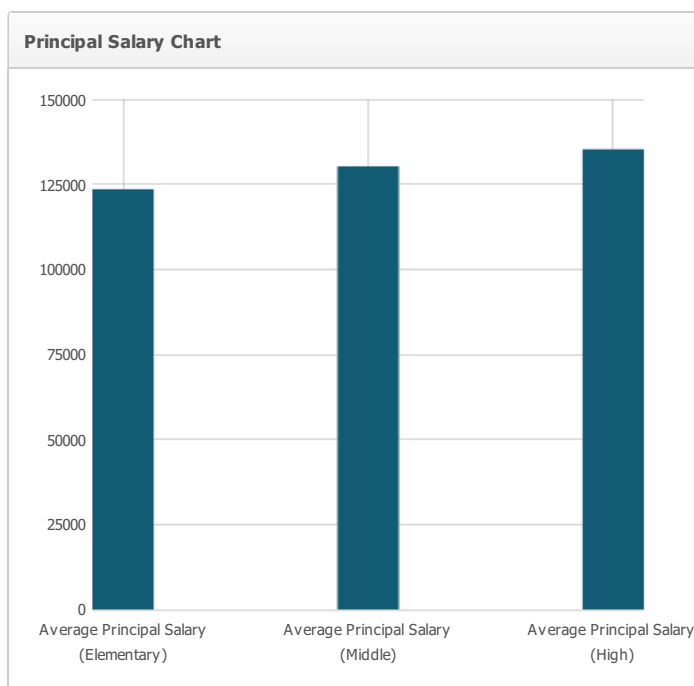
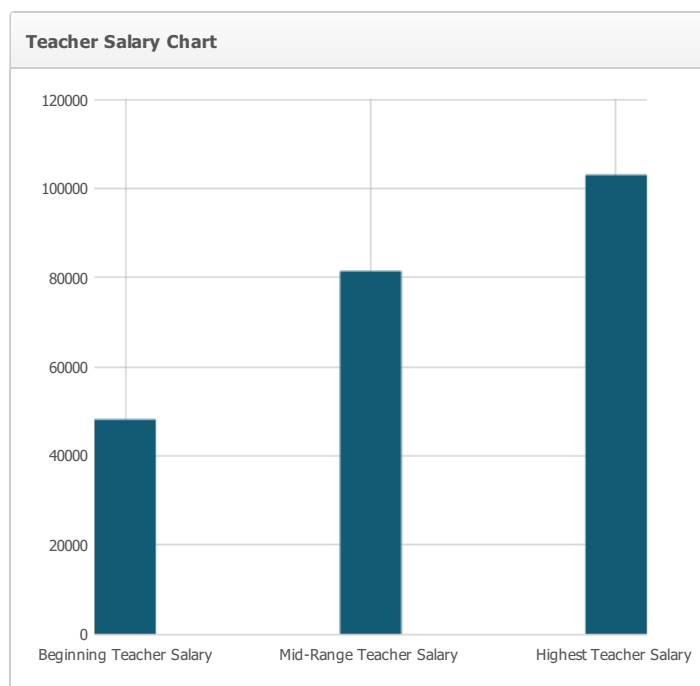
A combination of federal and state funds are used to hire additional personnel for reading support of all students. We also use these funds to hire Bilingual Paraprofessionals. These support team members assist teachers in the classroom and provide the Leveled Literacy Intervention Reading Program as well.

Last updated: 12/16/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,115	\$49,084
Mid-Range Teacher Salary	\$81,398	\$76,091
Highest Teacher Salary	\$102,994	\$95,728
Average Principal Salary (Elementary)	\$123,538	\$118,990
Average Principal Salary (Middle)	\$130,264	\$125,674
Average Principal Salary (High)	\$135,254	\$137,589
Superintendent Salary	\$262,891	\$230,096
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

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



Last updated: 1/3/2020

Professional Development

Teachers attend staff development throughout the school year. In the past few years, these days have been devoted to learning the core curriculum and 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.

Walsh teachers and staff promote a Professional Learning Community through weekly collaboration, district professional development sessions and numerous on-site activities. Topics for weekly collaborations are guided by the leadership team made up of one teacher from each grade level. To further the learning of innovative teaching strategies, staff have read professional books on best teaching strategies and participated in professional development in English Language Arts/ELA/ELD strategies. The grade level teams use half day planning days for analyzing data and designing next steps for students, and use release time to observe and discuss specific teaching practices of colleagues.

Collaborative time includes dialogue surrounding the professional development readings to further the teachers understanding of theory and implementation, cross grade level collegial discussions and planning, distributed leadership teams that support student achievement, school climate, and community outreach, and outside professional development to enhance the curriculum planning.

In 2016-2017, all teachers were trained in the new Math Curriculum, Pearson Investigations. This was a shift in practice and learning for teachers and students because the lesson delivery is inquiry based rather than direct teaching. Students are asked to be problem solvers and to think deeply about their methods of mathematical reasoning.

In 2017-18 the district adopted Language Arts McGraw Hill Wonders. Instructional shifts have progressed so that all students will begin to master the essential standards. Training continues for all teachers in E. L. Achieve, the district's support curriculum for ELD (English Language Development) for English learners as well as the integrated supports in McGraw Hill Wonders.

In 2018-2019, all teachers were trained in the new Pearson Social Studies Curriculum. Soon after the training, all staff continued to collaborate within their grade level teams to develop units of study. The curriculum compliments our ELA curriculum and each program supports the other. Additionally, teachers completed an in-depth

training of the TWIG Science program that was recently adopted.

Most recently, in the 2019-2020, all teachers continue to be trained throughout the school year in Constructed Meaning that supports English Language Learners and all learners through intentional peer communication using academic vocabulary. Four days of focused training are provided for this each year.

District wide professional development (pd) includes two whole day pd's, one additional whole day provided at the site, and weekly one hour collaboratives for a total of three scheduled whole day pd's or 8 total day equivalents.

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/3/2020