

P. A. Walsh STEAM Academy
School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	353 West Main Ave. Morgan Hill, CA , 95037-4530	Principal:	Shannon Rafat, Principal
Phone:	(408) 201-6500	Grade Span:	K-5

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

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

DataQuest

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

California School Dashboard

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

About This School

Shannon Rafat, Principal

Principal, P. A. Walsh STEAM Academy

About Our School

Contact

P. A. Walsh STEAM Academy
353 West Main Ave.
Morgan Hill, CA 95037-4530

Phone: (408) 201-6500
Email: rafats@mhusd.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Morgan Hill Unified
Phone Number	(408) 201-6023
Superintendent	Garcia, Carmen
Email Address	garciacarmen@mhusd.org
Website	www.mhusd.org

School Contact Information (School Year 2021—2022)

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	https://pawalsh.mhusd.org/
County-District-School (CDS) Code	43695836047922

Last updated: 1/14/22

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

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 neighborhood 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 (STEAM) in order to foster and develop a life-long passion for learning. In support of this mission, a Teacher on Special Assignment was hired part time. This teacher works in many capacities to ensure that students are fully immersed in STEAM; she provides consultation and professional development for teachers, works with small groups, and models integrated lessons.

With the return to in-person learning, Walsh continues to provide academic instruction, social emotional support and enrichment opportunities. The schedule is developed to include social, emotional, and cultural learning and an intervention Learning Lab to support trauma-informed education and learning loss attributed to distance learning and the pandemic. The social, emotional, and cultural learning is offered through structured school wide lessons that are delivered twice a week for 20 minutes. The lessons are created using the CASEL Competencies Framework. The five competencies are self-awareness, self-management, social awareness, relationship skills, and responsible decision making. The Learning Lab is facilitated with a Reading Specialist, a bilingual Teacher on Special Assignment (TOSA), and a paraprofessional. The curriculum offered in the Learning Lab focuses on the following: Phonemic awareness, which is the ability to identify and play with individual sounds in spoken words; and phonological awareness, the ability to recognize that spoken words are made up of individual sound parts and reading fluency.

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 2:30pm until 6:00pm with subsidies for families.

This year our afterschool program was adapted to returning to in person instruction and focuses on the students' learning needs. In January, targeted intervention and physical education was offered to students. Our teachers and paraprofessionals used individual data in reading and math to form small groups. Goals were established and weekly monitoring was integrated into the intervention groups. A physical education program was contracted to allow students to participate in cooperative games and practice their gross motor skills—all areas that were directly affected by COVID last year.

Student Achievement

Student achievement continues to be one of our main academic goals at Walsh. This past year, we have implemented a phonics program to begin teaching the foundational reading skills in our primary grades. Starting in our migrant preschool and continuing through 2nd grade, students are learning phonics through the Zoo Phonics program, a multisensory program to teach phonics to young students. In 2020, all primary teachers and reading specialists were trained in current research-based innovative techniques. In addition, 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 is 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 and formative data to monitor student learning and design instruction to meet differentiated needs.

Social-Emotional Wellbeing

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. Additionally, this year, an SEL curriculum has been compiled from various research based programs such as Panaroma Harmony SEL, BASE Education, Learning for Justice, and International Institute for Restorative Practices (IIRP). Biweekly lessons are being taught schoolwide in every classroom.

Our staff is fully trained in the Positive Behavior Intervention and Support (PBIS) program which focuses on teaching students in a positive manner how to behave in all areas of the school. The PAWS pledge is a student-centered message to help students recognize the responsive behaviors to support a safe and caring school community. "Use your PAWS proudly!" is a reflection with this pledge: "At Walsh, We Problem Solve; We Accept Responsibility; We Work Together; and, We Stay Safe." Each week teachers recognize Wonderful Wolves that have demonstrated the PAW pledge. These attributes are also aligned with the CASEL Competencies Framework to support social and emotional learning. In addition, students are rewarded by the staff with Paw Prints, which emphasizes our commitment to providing a safe and nurturing learning environment. Families are invited to stay in the morning to participate in our pledges and honor our selected students each week.

Students are provided with a variety of opportunities for involvement in activities that foster leadership skills and character development. Students are also encouraged 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 offers three comprehensive special education programs: two Special Day Classes (SDC) and a Resource Specialist Program (RSP). We also have a full time Speech Therapist and a Psychologist. Students receiving RSP services typically remain 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 paraprofessional assistants. To maximize success of our therapeutic and autism programs, an ERMS counselor is on site 3 days a week providing individual and peer group counseling. In addition, a behavioral therapist provides

ongoing coaching for our teachers and support to our students. The classes also participate in weekly therapeutic music lessons led by a musician from Creative Vibes. All students with IEP's participate in school-wide activities, field trips, weekly music lessons, assemblies, Science Camp and other mainstreaming opportunities.

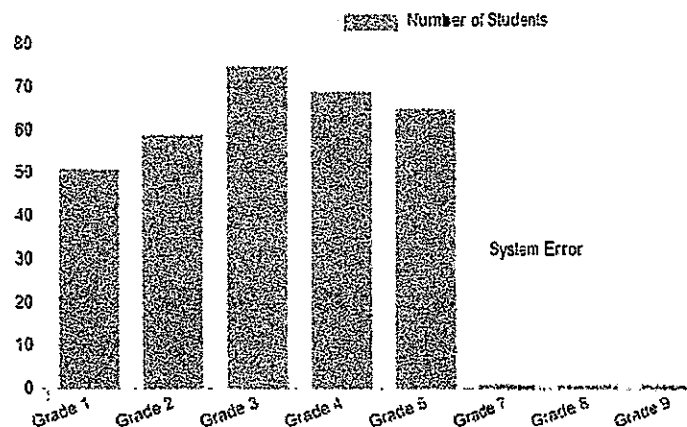
All of our teachers are Cross-cultural Language and Academic Development (CLAD) certified with the proper authorization to support the instructional needs of English Learners (ELs). Over half of our staff has been trained in Constructing Meaning. Constructing Meaning provides teachers with the process and tools for weaving clear language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. In addition, teachers work with English Learners in small groups according to their language proficiency level. All teachers have participated in training that addresses ways to present subject matter to English Learners and have completed training for ELD.

Last updated: 1/19/22

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

Kindergarten enrollment reflects combined Kindergarten and Transitional Kindergarten numbers

Grade Level	Number of Students
Grade 1	51
Grade 2	59
Grade 3	75
Grade 4	69
Grade 5	65
Grade 6	79
Grade 7	79
Grade 8	79
Grade 9	79
Kindergarten	79
Total Enrollment	402



Last updated: 1/5/22

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

Student Group	Student Group	Student Group (Other)	Student Group
Black or African American	0.20%	Socioeconomically Disadvantaged	65.20%
American Indian or Alaska Native	0.50%	English Learners	38.30%
Asian	4.50%	Students with Disabilities	12.90%
Filipino	0.50%	Foster Youth	0.20%
Hispanic or Latino	74.90%	Homeless	13.40%
Native Hawaiian or Pacific Islander	0.50%		
White	14.90%		
Two or More Races	2.20%		

A. Conditions of Learning

State Priority: Basic

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

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year

2021—2022) Year and month in which the data were collected: December 2021

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

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

Last updated: 12/28/21

School Facility Conditions and Planned Improvements

Generally the entire campus (inside and outside) is well maintained. Most of the restrooms have been upgraded and look fantastic. The remaining finishes are nearing the end of their life (flooring, casework, ceiling tiles) but are being maintained in a safe and clean way. There is some sheet vinyl flooring failure beginning in the modular restroom building that needs attention.

Last updated: 1/18/22

School Facility Good Repair Status

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

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

Year and month of the most recent FIT report: January 2022

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Sheet vinyl flooring in the modular restroom is beginning to fail and needs attention.
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: January 2022

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

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

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

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

Last updated: 1/11/22

P. A. Walsh Elementary School

English Language Arts	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	213	208	98%	2%	74%
Female	104	100	96%	4%	74%
Male	109	108	99%	1%	73%
American Indian or Alaskan Native	1	1	100%	0%	
Asian	8	8	100%	0%	
Black or African American	0				
Filipino	1	1	100%	0%	
Hispanic or Latino	164	160	98%	2%	71%
Native Hawaiian or Pacific Islander	2	1	50%	50%	
Not Specified	3	3	100%	0%	
Two or More Races	5	5	100%	0%	
White	29	29	100%	0%	83%
English Learners	90	88	98%	2%	65%
Foster Youth	1	1	100%	0%	
Homeless	40	38	95%	5%	63%
Military	4	4	100%	0%	
Socioeconomically Disadvantaged	133	129	97%	3%	69%
Migrant Education	19	18	95%	5%	83%
Students with Disabilities	36	35	97%	3%	57%

Mathematics	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	213	209	98%	2%	67%
Female	104	102	98%	2%	69%
Male	109	107	98%	2%	65%
American Indian or Alaskan Native	1	1	100%	0%	
Asian	8	8	100%	0%	
Black or African American	0				
Filipino	1	1	100%	0%	
Hispanic or Latino	164	160	98%	2%	63%
Native Hawaiian or Pacific Islander	2	2	100%	0%	
Not Specified	3	3	100%	0%	
Two or More Races	5	5	100%	0%	
White	29	29	100%	0%	79%
English Learners	90	89	99%	1%	54%
Foster Youth	1	1	100%	0%	
Homeless	40	38	95%	5%	50%
Military	4	4	100%	0%	
Socioeconomically Disadvantaged	133	130	98%	2%	60%
Migrant Education	19	19	100%	0%	68%
Students with Disabilities	36	36	100%	0%	53%

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

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

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

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

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

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

Last updated: 1/11/22

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

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

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

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

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

Last updated: 1/11/22

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2021-2022)

We pride ourselves in partnering with our families. We work hard to ensure that we are a culturally responsive school who considers the needs of all our families. Communication is not only in the languages spoken at home, but also is the means in which it is communicated, including email, phone call and texting. The connection between the teachers and families is our first level of partnership for educational success for all students. This year, we had over 95% of our students' families attend parent conferences in person.

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 administrators.

Parents of English Learners (EL) 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 Strengthening Families parenting classes to help families grow and learn together. This is offered in both English and Spanish and is offered districtwide.

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 are given 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, Walsh Winter Wonderland, 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 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	--	--	--	12.20%	9.00%	3.30%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	84.00%	87.00%	89.20%	84.50%	84.20%	83.60%

State Priority: School Climate

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

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

Suspensions and Expulsions

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

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

Suspensions and Expulsions for School Year 2019—2020 Only

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

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	1.90%	3.64%	2.45%
Expulsions	0.00%	0.11%	0.05%

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

Last updated: 1/11/22

School Safety Plan (School Year 2021-2022)

P.A. Walsh STEAM Academy has a long history of creating a safe learning environment whether in person or during distance learning.

The Health & Safety Task Force worked to create a checklist that can be used by local site Safety Teams to ensure that safety measures are in place prior to bringing students back to school buildings. PPE District-wide provisions of face shields, face masks, hand sanitizer, gloves, disinfectant spray and paper towels, signage, temporal thermometers, and barriers in reception areas are a few of the implements in place.

Handwashing stations, the switch from electric hand dryers to paper towels, HVAC filters upgraded to the highest filter HVAC system can handle, and increased frequency of filter replacement are some more protocols now in place.

A deep cleaning of all sites, including playground equipment and carpets, pressure washing the exterior of buildings and concrete, and complete routine maintenance are additional safety measures that have been taken.

In addition, documentation of visitors screening process was administered and reviewed. This process helps ensure that contact tracing can be effectively completed when necessary.

We review our School Safety Plan each year; the most recent plan was approved at the School Site Council on September 14, 2021. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. This year the following was added to the plan to comply with Covid mandates and safety precautions:

COVID-19 Protocols:

Masking and vaccination continue to be the primary mitigation layers to prevent the spread of COVID. CDPH updated their guidelines on September 1, 2021. Below is a summary of the updated guidance:

- All staff are reminded to wear their masks outdoors whenever students are around. This helps model mask wearing as a primary mitigation.
- Each school site and the District Office offers FREE testing every Wednesday for employees.
- Each school has also begun antigen testing for students identified as close contacts on day of notification and on day 5 of exposure. We thank all our Health Assistants and office staff who continue to adapt and work hard to ensure that students are able to remain in school. Testing as an additional mitigation (in addition to universal mask wearing) allows unvaccinated students to remain in school even after an exposure.

Emergency Preparedness

We share the emergency plan with staff and the district resource officer; it is also posted on the website. The School Site Council approves any updates. We practice fire, earthquake and other safety drills, and hold training for staff on emergency preparedness.

Staff monitors the school grounds before and after school as well as at recess and 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.

Our school calendar includes a monthly fire drill and quarterly earthquake drills. We participated in the Great Shake Out in October as well. The teachers, staff and on-site daycare participate in the drills. The Run, Hide, Defend training was presented by our School Resource Officers via zoom the first month of school. We will continue to be as prepared as possible to ensure the safety of our students and community.

Last updated: 12/27/21

D. Other SARC information

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

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

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

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

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

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

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00	1	2	
1	25.00		2	
2	26.00		2	
3	28.00		2	
4				
5	26.00		2	
6	1.00	1		
Other**	26.00	2	2	1

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020–2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	20.00	3	1	
1	26.00		2	
2	38.00		1	1
3	29.00		2	
4	32.00		2	
5	31.00		2	
6				
Other**	13.00	3	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.

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

Title	Ratio
Pupils to Academic Counselor*	0.0

Last updated: 1/1/00

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

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.97
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.20

Last updated: 1/1/00

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6061.13	\$516.47	\$5544.67	\$86414.00
District	N/A	N/A	\$8232.56	\$82914.00
Percent Difference – School Site and District	N/A	N/A	-39.00%	4.10%
State	N/A	N/A	\$8443.83	\$81044.00
Percent Difference – School Site and State	N/A	N/A	-41.50%	6.40%

Last updated: 1/11/22

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

Types of Services Funded (Fiscal Year 2020–2021)

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!

Our full time Bilingual Liaison focuses on increasing communication with our Spanish-speaking population and administers the annual ELPAC testing for our ELL's. 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 paraprofessional, a CARE team representative and two Reading Specialists who focus on both instructional and intervention support that includes working in grade level collaboration, participating in our guiding coalition team, and providing professional development on using data to drive instruction. This team ensures that we are united in providing resources for both the well being and academic goals of each and every Walsh student.

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. Opportunities for parent engagement are also funded with these monies.

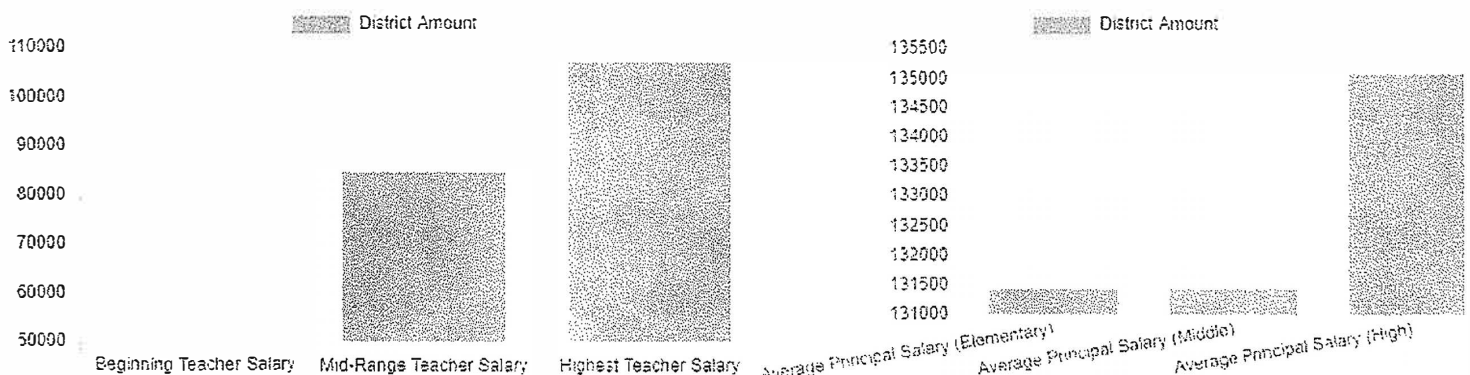
A combination of federal and state funds are used to hire additional personnel for reading support of all students. We also use these funds to hire Bilingual Paraprofessionals. These support team members assist teachers in the classroom and provide the Leveled Literacy Intervention Reading Program as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

Last updated: 12/27/21

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

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

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



Last updated:

Professional Development

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 engage in ongoing conversation about PBIS (Positive Behavior and Intervention Support) for students.

In the summer of 2021, the Walsh teachers spent one week working with Lead180 consultants on implementing their 5 step framework to align and prioritize California state standards, develop formative and summative assessments and collaborate in grade level teams. This work continued prior to school starting and through the year during Wednesday collaboration meeting times. The district paralleled our focus by inviting Dr. Cruz to develop the steps to gear our Professional Learning Communities towards a more student data driven focus to increase success for all students districtwide.

Under the direction of Dr. Cruz, the Guiding Coalition, formally known as the leadership team, developed and presented its purpose to unite staff in using intentional teaching practices, to empower all students, and to progress in social-emotional and academic learning, at or above grade level. The coalition guided the grade level collaboration meetings based through the following:

- * Schoolwide data: Attendance, Behavior Support Systems, District-wide assessments
- * Focus on priority standards
- * Whole child perspective: Social, Emotional, & Cultural Learning; Academic development
- * Asset-based versus deficit-based developmental youth development

In the Spring of 2021, we will be continuing to build capacity and strengthen our commitment to our students by participating in IIRP's restorative practices as well as a new IEP meeting model. The administration are both trained in both of these and are looking forward to training the staff in 2022. In 2019-2020 all teachers were trained throughout the school year in Constructed Meaning that supports English Language Learners and all learners through intentional peer communication using academic vocabulary. This professional development included four days of in person training and ongoing collaboration throughout the year. This training continued in 2020-2021 albeit virtually. Due to the abrupt and unforeseen shift in what education looked like, professional development centered around implementing technology and best practices for learning using an online platform. TK-2nd grade teachers participated in training led by Santa Clara County of Education on the foundation of reading and phonemic awareness. The teachers and paraprofessionals were also trained in the phonics program Zoo Phonics. Online resources were created and made readily available to meet the learning needs of this year.

The focus in 2020-2021 focused on Universal Design Learning, technology and culturally responsive teaching fundamentals. Teachers engaged in online learning facilitated by the administrator and district personnel. Due to COVID and the transition to online and to in-person/online hybrid, much of the professional time was dedicated to supporting the teachers with the tools they needed to be successful in both platforms.

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