

# P. A. Walsh STEAM Academy

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF 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.

#### 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.

## 2022-23 School Contact Information

<b>School Name</b>	P. A. Walsh STEAM Academy
<b>Street</b>	353 West Main Ave.
<b>City, State, Zip</b>	Morgan Hill, CA, 95037
<b>Phone Number</b>	408-201-6500
<b>Principal</b>	Shannon Rafat
<b>Email Address</b>	rafats@mhusd.org
<b>School Website</b>	<a href="https://pawalsh.mhusd.org">https://pawalsh.mhusd.org</a>
<b>County-District-School (CDS) Code</b>	43 69583 6047922

## 2022-23 District Contact Information

<b>District Name</b>	Morgan Hill Unified School District
<b>Phone Number</b>	408-201-6023
<b>Superintendent</b>	Carmen Garcia
<b>Email Address</b>	garciac@mhusd.org
<b>District Website Address</b>	www.mhusd.org

## 2022-23 School Overview

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.

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 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.

The Positive Behavior Intervention and Support (PBIS) program 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." 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.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	54
Grade 2	49
Grade 3	56
Grade 4	83
Grade 5	66
Total Enrollment	380

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.2
Male	51.8
American Indian or Alaska Native	0.8
Asian	4.7
Black or African American	0.5
Filipino	0.8
Hispanic or Latino	73.2
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.6
White	15.3
English Learners	43.9
Foster Youth	0.3
Homeless	12.4
Migrant	10.0
Socioeconomically Disadvantaged	66.3
Students with Disabilities	14.2

#### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.10	94.15	327.10	87.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.10	0.84	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.85	18.60	4.98	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.60	3.38	12115.80	4.41
Unknown	0.00	0.00	12.40	3.33	18854.30	6.86
<b>Total Teaching Positions</b>	<b>17.10</b>	<b>100.00</b>	<b>374.00</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	1.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.50	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy

<b>Reading/Language Arts</b>	McGraw Hill Education World of Wonders, Gr TK, McGraw Hill Wonders, Gr K-5	Yes	0
<b>Mathematics</b>	Pearson Investigations with Envision supplement Gr K-5	Yes	0
<b>Science</b>	TWIG Science by TWIG Education Gr K-5	Yes	0
<b>History-Social Science</b>	Pearson My World	Yes	0

## 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. As part of the classroom technology upgrade, they received a new projection device in each of the classroom.

<b>Year and month of the most recent FIT report</b>	January 2022
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Sheet vinyl flooring in the modular restroom is beginning to fail and needs attention
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

### 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**  
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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	32	N/A	49	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	21	N/A	36	N/A	33



## 2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	208	205	98.56	1.44	31.71
<b>Female</b>	103	102	99.03	0.97	30.39
<b>Male</b>	105	103	98.10	1.90	33.01
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	13	13	100.00	0.00	46.15
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	152	149	98.03	1.97	27.52
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	31	31	100.00	0.00	45.16
<b>English Learners</b>	88	86	97.73	2.27	13.95
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	33	31	93.94	6.06	16.13
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	142	139	97.89	2.11	22.30
<b>Students Receiving Migrant Education Services</b>	18	17	94.44	5.56	35.29
<b>Students with Disabilities</b>	44	42	95.45	4.55	23.81

## 2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	209	206	98.56	1.44	20.87
<b>Female</b>	103	102	99.03	0.97	16.67
<b>Male</b>	106	104	98.11	1.89	25.00
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	13	13	100.00	0.00	46.15
<b>Black or African American</b>	0	0	0.00	0.00	0.00
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	153	150	98.04	1.96	14.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	31	31	100.00	0.00	38.71
<b>English Learners</b>	88	86	97.73	2.27	10.47
<b>Foster Youth</b>	0	0	0.00	0.00	0.00
<b>Homeless</b>	33	31	93.94	6.06	16.13
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	143	140	97.90	2.10	12.86
<b>Students Receiving Migrant Education Services</b>	18	17	94.44	5.56	23.53
<b>Students with Disabilities</b>	45	43	95.56	4.44	16.28

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	13.64	NT	34.04	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	68	66	97.06	2.94	13.64
<b>Female</b>	34	33	97.06	2.94	15.15
<b>Male</b>	34	33	97.06	2.94	12.12
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	54	52	96.3	3.7	11.54
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	32	32	100	0	3.13
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	12	11	91.67	8.33	0
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	46	44	95.65	4.35	9.09
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	11	11	100	0	0

## B. Pupil Outcomes

### 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97%	97%	97%	97%	97%

## 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 regarding the school district and at each school site.

#### 2022-23 Opportunities for Parental Involvement

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. The teachers and staff offer a Literacy Night, Math Night and STEAM Night where families engage in evenings full of interactive and engaging academics.

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. Monthly meetings are used to discuss funding 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 are vital partners in all school efforts. The parents participate in the English Learner Advisory Council (ELAC) 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. The HSC offers community building multicultural events such as Astronomy Night, Loteria, Walsh Winter Wonderland, a family dance and fun run. We have Strengthening Families parenting classes to help families grow and learn together. These district-wide classes are offered in both English and Spanish.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	416	403	137	34.0
Female	196	192	64	33.3
Male	220	211	73	34.6
American Indian or Alaska Native	3	3	1	33.3
Asian	19	19	3	15.8
Black or African American	3	2	2	100.0
Filipino	3	3	0	0.0
Hispanic or Latino	306	294	103	35.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	10	10	3	30.0
White	62	62	19	30.6
English Learners	184	178	51	28.7
Foster Youth	2	2	1	50.0
Homeless	67	63	32	50.8
Socioeconomically Disadvantaged	284	277	104	37.5
Students Receiving Migrant Education Services	42	40	9	22.5
Students with Disabilities	71	68	23	33.8

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.90	3.64	2.45
Expulsions	0.00	0.11	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	1.92	0.07	4.44	0.20	3.17
Expulsions	0.00	0.00	0.00	0.15	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.92	0.00
Female	0.51	0.00
Male	3.18	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.63	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.61	0.00
English Learners	1.63	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.76	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.04	0.00

## 2022-23 School Safety Plan

P.A. Walsh STEAM Academy focuses on creating a safe learning environment for all students and their families. We review our School Safety Plan each year; the most recent plan was approved at the School Site Council on September 14th, 2021. We share the plan with staff, the district resource officer and it is 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. This was no exception due to the pandemic. We participated in the Great Shake Out in October as well. The teachers, staff and on-site daycare participated in the drills. The Run, Hide, Defend drill was paused due to students not being present but will be scheduled upon return and presented by our School Resource Officers. Teachers, staff and parents will be notified of this drill and provided with the communication tools to discuss this potentially traumatic drill with students. We will continue to be as prepared as possible to ensure the safety of our students and community.

## D. Other SARC Information Information Required in the SARC

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

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	2	
1	25		2	
2	26		2	
3	28		2	
4	30		2	
5	26		2	
6	1	1		
Other	26	2	2	1

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	3	1	
1	26		2	
2	38		1	1
3	29		2	
4	32		2	
5	31		2	
Other	13	3	1	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	1	2	
1	26		2	
2	35		1	1
3	16	1	2	
4	14	3	3	
5	29		2	
Other	13	2		

## 2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0



## 2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.9

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5938.03	518.48	5419.56	82724
District	N/A	N/A	8495.23	\$83,657
Percent Difference - School Site and District	N/A	N/A	-44.2	-1.1
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-19.6	-0.5

## 2021-22 Types of Services Funded

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

School-based monies are used 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, ELAC, and the HSC. A combination of federal and state funds (Title I and LCFF) are used to hire additional personnel for reading support of all students. These support team members assist teachers in the classroom; provide the Leveled Literacy Intervention Reading Program; and assist in the Learning Lab. Many of these individuals also provide language support and are bilingual.

The district funds the MTSS Coordinator and the Reading Specialist that provide Tier 2 support to students and provide professional development that focuses on research-based reading instructional strategies.

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$50,809	\$52,478
<b>Mid-Range Teacher Salary</b>	\$85,955	\$80,810
<b>Highest Teacher Salary</b>	\$108,761	\$101,276
<b>Average Principal Salary (Elementary)</b>	\$134,228	\$127,080
<b>Average Principal Salary (Middle)</b>	\$142,204	\$134,264
<b>Average Principal Salary (High)</b>	\$136,760	\$147,200
<b>Superintendent Salary</b>	\$278,901	\$242,351
<b>Percent of Budget for Teacher Salaries</b>	33%	33%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## 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, teachers spent one week working with Lead 180 consultants on implementing the 5 step framework to align and prioritize California state standards, develop formative and summative assessments, and collaborate in grade level teams. The district paralleled this focus with Solution Tree to develop 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, to progress in social-emotional and academic learning, at or above grade level. The coalition guided the grade level collaboration meetings based on the following: Schoolwide data; attendance; behavior support systems; district assessments; focus on priority standards; social, emotional and cultural learning; academic development; and, asset-based versus deficit-based developmental youth development. The staff were trained in the International Institute in Restorative Practices to strengthen relationships between students and staff as well as social connections in the school community. In addition, the new Facilitated IEP training guided IEP teams to agree on appropriate, compliant, and effective IEPs; channel communication to build mutual understanding based on respect; create agreements based on full participation from all members; generate informed discussions; and, prevent, reduce, and resolve conflict.

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 and all staff will have completed this training by the end of 2021.

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

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	9	9	