

P. A. Walsh STEAM Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 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.

2023-24 School Contact Information

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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

The mission of P. A. Walsh STEAM Academy is to provide community-oriented learning experiences, that 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) to foster and develop a lifelong passion for learning. In addition this year, the school implemented a dual language program where students engage in learning in both English and Spanish. This program was initiated with TK and Kindergarten this year and will grow by one grade level each year until the school is a Dual Language STEAM school.

Walsh continues to provide academic instruction, social-emotional support, and enrichment opportunities. The schedule is developed to include social, emotional, and cultural learning; a multi-tiered system of support 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 by 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 positively teaching students 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 of this pledge: "At Walsh, We Problem

2023-24 School Description and Mission Statement

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

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	60
Grade 2	61
Grade 3	56
Grade 4	61
Grade 5	81
Total Enrollment	423

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.5%
Male	51.5%
American Indian or Alaska Native	0.9%
Asian	5.2%
Black or African American	0.9%
Filipino	0.5%
Hispanic or Latino	73.3%
Two or More Races	3.1%
White	13.7%
English Learners	44.4%
Foster Youth	0.2%
Homeless	17.5%
Migrant	10.6%
Socioeconomically Disadvantaged	70.4%
Students with Disabilities	13.9%

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
Total Teaching Positions	17.10	100.00	374.00	100.00	274759.10	100.00

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)	15.50	96.58	312.70	86.75	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.50	0.97	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	3.11	37.60	10.43	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.31	4.50	1.27	11953.10	4.28
Unknown	0.00	0.00	2.00	0.57	15831.90	5.67
Total Teaching Positions	16.10	100.00	360.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Misassignments	1.00	0.50
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.50

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.5	5.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August, 2023	
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
Mathematics	Saavas, Envision Gr K-5	Yes	0

Science	TWIG Science by TWIG Education Gr K-5	Yes	0
History-Social Science	Pearson My World	Yes	0
Foreign Language	Adelante- Spanish Reading Instruction for TK/K		

School Facility Conditions and Planned Improvements

PA Walsh STEAM Academy is one of the oldest schools originally opened 71 years ago. In 2013 the school was renamed to P.A. Walsh STEAM Academy (Science, Technology, Engineering, Arts and Math) to reflect the mission statement and commitment to engaging learners.

This fall, the facility received HVAC systems and thermostats. In addition, due to the many leaks in the ceiling, the district hired roofers to repair the portables.

Year and month of the most recent FIT report

November 2023

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 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).

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	32	24	49	46	47	46
Mathematics (grades 3-8 and 11)	21	23	36	35	33	34

2022-23 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
All Students	210	206	98.10	1.90	23.79
Female	101	100	99.01	0.99	26.00
Male	109	106	97.25	2.75	21.70
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	54.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	161	160	99.38	0.62	18.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	25	92.59	7.41	44.00
English Learners	87	87	100.00	0.00	9.20
Foster Youth	--	--	--	--	--
Homeless	42	41	97.62	2.38	21.95
Military	--	--	--	--	--
Socioeconomically Disadvantaged	150	149	99.33	0.67	15.44
Students Receiving Migrant Education Services	21	21	100.00	0.00	14.29
Students with Disabilities	36	33	91.67	8.33	9.09

2022-23 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
All Students	210	206	98.10	1.90	22.82
Female	101	100	99.01	0.99	16.00
Male	109	106	97.25	2.75	29.25
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	54.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	161	160	99.38	0.62	15.63
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	27	25	92.59	7.41	52.00
English Learners	87	87	100.00	0.00	10.34
Foster Youth	--	--	--	--	--
Homeless	42	41	97.62	2.38	14.63
Military	--	--	--	--	--
Socioeconomically Disadvantaged	150	149	99.33	0.67	12.08
Students Receiving Migrant Education Services	21	21	100.00	0.00	23.81
Students with Disabilities	36	33	91.67	8.33	9.09

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	13.64	17.50	34.04	35.35	29.47	30.29

2022-23 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
All Students	84	80	95.24	4.76	17.50
Female	44	43	97.73	2.27	20.93
Male	40	37	92.50	7.50	13.51
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	63	61	96.83	3.17	9.84
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	12	10	83.33	16.67	--
English Learners	31	30	96.77	3.23	3.33
Foster Youth	0	0	0	0	0
Homeless	14	14	100.00	0.00	7.14
Military	--	--	--	--	--
Socioeconomically Disadvantaged	60	59	98.33	1.67	5.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	7	63.64	36.36	--

2022-23 Career Technical Education Programs

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	100	100	100	100	100

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.

2023-24 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 Math Night, Astronomy Day and parent workshops centering on Dual Language learning where families engage in interactive activities with their students.

Parents serve on the School Site Council (SSC), which collaborates with administration and staff to develop and monitor the school plan to collaborate on the school goals to improve academic performance and increase attendance for 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 and multicultural events such as Astronomy Night, Loteria, Walsh Winter Wonderland, a family dance, and a 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.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate				3.3	5.1	2.8	9.4	7.8	8.2
Graduation Rate				89.2	92.5	92.8	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary			
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	478	459	156	34.0
Female	227	220	74	33.6
Male	251	239	82	34.3
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	4	1	25.0
Asian	26	23	3	13.0
Black or African American	6	6	4	66.7
Filipino	4	4	0	0.0
Hispanic or Latino	352	338	125	37.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	15	14	3	21.4
White	61	60	15	25.0
English Learners	208	202	54	26.7
Foster Youth	3	3	2	66.7
Homeless	108	102	55	53.9
Socioeconomically Disadvantaged	347	333	122	36.6
Students Receiving Migrant Education Services	46	46	9	19.6
Students with Disabilities	79	77	31	40.3

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.92	4.18	0.07	4.44	4.90	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.15	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.18	0
Female	1.76	0
Male	6.37	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	5.11	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.64	0
English Learners	2.4	0
Foster Youth	0	0
Homeless	4.63	0
Socioeconomically Disadvantaged	4.61	0
Students Receiving Migrant Education Services	2.17	0
Students with Disabilities	15.19	0

2023-24 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 6th, 2023. We shared the plan with staff, and 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 and 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, receiving a visitor's badge to wear throughout their stay. All staff have been trained to ask anyone 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 participated in the drills. The Run, Hide, Defend drill was conducted successfully in December. Teachers, staff, and parents are 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.

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		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	2	7	0
1	24	0	3	0
2	32	0	3	1
3	28	0	3	0
4	29	0	4	0
5	26	0	3	0
6	0	0	0	0
Other	14	4	1	0

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2021-22 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts				
Mathematics				
Science				
Social Science				

2022-23 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

2022-23 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)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	4.4

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$89,709
Percent Difference - School Site and District	N/A	N/A	-44.2	-1.1
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-19.6	-0.5

Fiscal Year 2022-23 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 Reading and Math intervention. 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.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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
Beginning Teacher Salary	\$54,619	\$54,190
Mid-Range Teacher Salary	\$92,401	\$85,111
Highest Teacher Salary	\$116,918	\$104,999
Average Principal Salary (Elementary)	\$141,746	\$132,492
Average Principal Salary (Middle)	\$150,439	\$140,987
Average Principal Salary (High)	\$163,233	\$153,884
Superintendent Salary	\$275,000	\$255,503
Percent of Budget for Teacher Salaries	32.32%	32.09%
Percent of Budget for Administrative Salaries	6.39%	5.25%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	0

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), engage in ongoing conversations about Positive Behavior and Intervention Support for students, and implement effective teaching strategies for English Language Learners and the Designated English Language Development part of the day.

With the support of Solution Tree, the Guiding Coalition led teachers through data-driven discussion, implementing intentional teaching practices, and using iReady data to improve academics 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.

To support the implementation of the dual language program all of the current Transitional Kindergarten and Kindergarten teachers participated in yearlong training called the DL Pedagogy Series Institute provided by Sobrato Early Academic Language (SEAL).

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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	9		9