

P. A. Walsh STEAM Academy

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 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	Juan Carlos Cuevas Jr
Email Address	Cuevasj@mhusd.org
School Website	https://pawalsh.mhusd.org
Grade Span	K-5
County-District-School (CDS) Code	43 69583 6047922

2024-25 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

2024-25 School Description and Mission Statement

The mission of P. A. Walsh STEAM Academy is to ignite a community-oriented learning experience grounded in a rigorous curriculum and genuine opportunities that inspire innovation, inquiry, critical thinking, and academic excellence. Our students are prepared for personal and professional success while embracing bi-literacy and biculturalism. By integrating Science, Technology, Engineering, the Arts, and Mathematics (STEAM), we foster a lifelong passion for learning. As a growing Dual Immersion School, our students spend equal time learning English and Spanish. This enriching program commenced with TK and Kindergarten in the 2023-2024 academic year and will expand one grade level each year until we become a whole Dual Language STEAM school. At Walsh, we provide academic instruction, social-emotional support, and enrichment opportunities.

2024-25 School Description and Mission Statement

Our thoughtfully designed schedule includes social, emotional, and cultural learning and a multi-tiered support system for trauma-informed education and academic interventions. Based on the SecondStep curriculum, our structured school-wide lessons cultivate core competencies such as Growth Mindset and Goal Setting, Emotion Management, Empathy and Kindness, and Problem-Solving.

Academic intervention is championed by The Learning Lab, led by a Reading Specialist and a bilingual Teacher on Special Assignment (TOSA). This focused curriculum enhances phonemic awareness, allowing students to identify and play with sounds in spoken words and phonological awareness and reading fluency. We also offer various after-school groups, such as Math and Reading support, Sports Clubs, Leadership Skills Clubs, Music, and other enriching activities.

Our Positive Behavior Intervention and Support (PBIS) approach empowers students to learn positive behaviors throughout the school. The PAWS pledge is a guiding message, helping students cultivate responsive behaviors that foster a safe and caring community. "Use your PAWS proudly!" encapsulates this pledge: "At Walsh, We Problem Solve; We Accept Responsibility; We Work Together; and We Stay Safe."

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	86
Grade 1	76
Grade 2	60
Grade 3	60
Grade 4	62
Grade 5	66
Total Enrollment	410

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.1
Male	53.9
American Indian or Alaska Native	0.7
Asian	3.9
Black or African American	1.7
Filipino	0.5
Hispanic or Latino	76.1
Two or More Races	2.7
White	11
English Learners	44.1
Foster Youth	0.2
Homeless	19
Migrant	10.2
Socioeconomically Disadvantaged	72
Students with Disabilities	14.6

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	15.60	81.44	313.90	80.52	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	3.70	0.96	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.50	18.51	56.10	14.39	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	5.20	1.34	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	10.80	2.79	14303.80	5.15
Total Teaching Positions	19.20	100.00	389.80	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	1.00	0.50	2.5
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.00	0.50	3.5

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.50	5.2	45.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	11.3

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

As we transition into a full dual immersion school, P.A Walsh will continue to utilize the Adelante/Advance Benchmark Curriculum for our English Language Arts and our Spanish Language Arts with embedded Science and History Curriculum. Our Dual Immersion Classrooms will be utilizing Benchmark and our non-dual immersion classrooms will continue utilizing Wonders.

Year and month in which the data were collected

August, 2024

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 / Advance Benchmark Reading ELA instruction for dual immersion (TK-1)	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 dual immersion (TK-1)		

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

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.

Last 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
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School Facility Conditions and Planned Improvements

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	24	16	46	48	46	47
Mathematics (grades 3-8 and 11)	23	22	35	37	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	187	185	98.93	1.07	16.22
Female	91	90	98.90	1.10	11.11
Male	96	95	98.96	1.04	21.05
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	147	145	98.64	1.36	11.03
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	22	22	100.00	0.00	40.91
English Learners	84	84	100.00	0.00	3.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	103	102	99.03	0.97	9.80
Students Receiving Migrant Education Services	18	18	100.00	0.00	5.56
Students with Disabilities	36	35	97.22	2.78	0.00

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	188	187	99.47	0.53	22.46
Female	92	92	100.00	0.00	14.13
Male	96	95	98.96	1.04	30.53
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	148	147	99.32	0.68	16.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	50.00
English Learners	85	85	100.00	0.00	14.12
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	103	102	99.03	0.97	13.73
Students Receiving Migrant Education Services	18	18	100.00	0.00	27.78
Students with Disabilities	36	36	100.00	0.00	2.78

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	17.50	14.06	35.35	35.00	30.29	30.73

2023-24 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	65	64	98.46	1.54	14.06
Female	31	30	96.77	3.23	6.67
Male	34	34	100.00	0.00	20.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	47	46	97.87	2.13	8.70
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	20	20	100.00	0.00	5.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	32	32	100.00	0.00	12.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	16	94.12	5.88	0.00

2023-24 Career Technical Education Programs

2023-24 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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	
2022-23 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.

2023-24 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 requires only participation results 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	98.4	98.4	98.4	98.4	96.9

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.

2024-25 Opportunities for Parental Involvement

The connection between the teachers and families is our first level of partnership for educational success for all students. The teachers and staff offer Math Night, Library Night, and other academic workshops throughout the year for families to learn more about how to support their children at home. Student Success Team Meetings are scheduled every trimester to include parents in the conversation about support needed to help their children be successful within the school setting. We provide translation throughout the year as needed for all of our events.

Parents serve on the School Site Council (SSC), which collaborates with administration and staff to develop and monitor the school plan and collaborate on the school goals to improve academic performance and increase student attendance. Monthly meetings are used to discuss funding to meet the goals set at the beginning of the year. This advisory committee consists of teachers, staff, parents, and administrators.

Parents of English Learners are vital partners in all school efforts. They participate in the English Learner Advisory Council (ELAC) and provide feedback to school staff and the SSC on all decisions, including the school plan and budget.

The Home and School Club (HSC) coordinates all school fundraisers, which provide funds for various events, classroom projects, supplies, and assemblies. Families attend Back-to-School Night in the fall, Open House in the spring, and parent-

2024-25 Opportunities for Parental Involvement

teacher conferences in November. The HSC offers community-building and multicultural events such as Ice Cream Social, Trunk or Treat, Winter Wonderland, a fun run, and many other events. 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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate				5.1	2.8	2.9	7.8	8.2	8.9
Graduation Rate				92.5	92.8	91.8	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	0.0	0.0	0.0
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

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	454	436	124	28.4
Female	209	201	60	29.9
Male	245	235	64	27.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	18	16	3	18.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	343	331	96	29.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	13	3	23.1
White	50	50	10	20.0
English Learners	204	198	47	23.7
Foster Youth	--	--	--	--
Homeless	103	98	33	33.7
Socioeconomically Disadvantaged	338	328	99	30.2
Students Receiving Migrant Education Services	42	42	10	23.8
Students with Disabilities	83	81	26	32.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	1.92	4.18	4.63	4.44	4.9	5.08	3.17	3.6	3.28
Expulsions	0	0	0	0.15	0.03	0.13	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.63	0.00
Female	0.96	0.00
Male	7.76	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	5.56	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.79	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	8.00	0.00
English Learners	1.47	0.00
Foster Youth	0.00	0.00
Homeless	4.85	0.00
Socioeconomically Disadvantaged	4.14	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	19.28	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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 11th, 2024. 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 staff training on emergency preparedness.

Staff monitors the school grounds before and after school, at recess, and at lunchtime. Teachers regularly review the PAW

2024-25 School Safety Plan

Pledge: "At Walsh, We Problem Solve, Accept Responsibility, Work Together, and Stay Safe in the classroom and on the playground. Walsh has a closed campus that is fully fenced-in. Visitors must enter the school through the main door throughout the school day 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 monthly fire drills 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 November. Teachers, staff, and parents are notified of this drill and provided with 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.

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	
1	24		3	
2	32		3	1
3	28		3	
4	29		4	
5	26		3	
Other	14	4	1	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	11	6	
1	23	1	13	
2	27		7	1
3	24		9	
4	30		9	
5	32		5	
Other	16	6		

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				

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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				

2023-24 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	273.33

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	5

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$10,979.70	\$294.40	\$10,685.30	\$98,741
District	N/A	N/A	\$10,555	\$106,381
Percent Difference - School Site and District	N/A	N/A	1.2	-7.4
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-0.8	4.2

Fiscal Year 2023-24 Types of Services Funded

In addition to our school's state and local funds 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. Community school grant money is used to support enrichment opportunities and both academic and social support throughout the entire school day and after-school programs. The site plan's goals 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 the reading support of all students. These support team members assist teachers in the classroom and provide Reading and Math intervention. Many of these individuals also provide language support and are bilingual.

The district funds the Reading Specialist, who provides Tier 2 support to students and provides professional development focusing on research-based reading instructional strategies.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$60,081	\$58,855
Mid-Range Teacher Salary	\$101,641	\$92,519
Highest Teacher Salary	\$128,610	\$114,665
Average Principal Salary (Elementary)	\$145,971	\$142,791
Average Principal Salary (Middle)	\$154,924	\$151,078
Average Principal Salary (High)	\$168,098	\$167,094
Superintendent Salary	\$297,357	\$281,086
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

2023-24 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 implementing the professional learning communities model by creating formative assessments, analyzing data from those assessments, and adjusting instruction to ensure that all students are learning at grade level or higher.

Staff participated in around 34 collaboration meetings; teachers continue to work in Professional Learning Communities

Professional Development

(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. Throughout the year, teachers participated in 3 full days of district-wide professional development targeted at understanding curriculum and essential standards for teachers to understand better the benchmarks students should meet throughout the year. In addition, teachers at Walsh participated in at least two release days for professional development around Math and ELA subject areas, during which they focused on creating formative assessments and understanding the curriculum. Several Walsh staff members participated in professional development around community schools as grant recipients.

District, school staff, and external partners regularly offered professional development to administrators and teachers during the school year and summer. Individual schools prioritized and aligned their professional development learning with 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement		9	10