

# P. A. Walsh STEAM Academy

353 West Main Ave. • Morgan Hill, CA, 95037 • 408-201-6500 • Grades K-5  
Shannon Rafat, Principal  
rafats@mhusd.org

## 2019-20 School Accountability Report Card Published During the 2020-21 School Year

### **Morgan Hill Unified School District**

15600 Concord Circle  
Morgan Hill, CA, 95037  
408-201-6023  
www.mhusd.org

#### **District Governing Board**

Wendy Sullivan, President

John Horner, Vice President

Adam Escoto, Trustee

Mary Patterson, Trustee

Heather Orosco, Trustee

Dr. Carol Gittens, Trustee

Dr. Ivan Rosales-Montes, Trustee

#### **District Administration**

Steve Betando  
**Superintendent**

Fawn Myers  
**Assistant Superintendent Human  
Resources**

Kirsten Perez  
**Deputy Superintendent Business  
Services**

Pilar Vazquez-Vialva  
**Assistant Superintendent  
Educational Services**

### **School Description**

P.A. Walsh STEAM Academy is located in the heart of Morgan Hill. The school began educating the children of Morgan Hill in 1952. Our commitment to learning throughout the generations has given us a tie to the community that is in keeping with our small town atmosphere. The neighborhood students at Walsh have been given wonderful learning tools, including one to one devices for all students in order to have technology-enhanced instruction. The school has a fully equipped STEAM Lab and an Art Studio.

P. A. Walsh STEAM Academy shares the MHUSD vision that all students will receive an excellent education and be empowered to succeed in school. Our students will be prepared to achieve in our diverse, global society and to make meaningful contributions to their community. Students will become critical thinkers and problem solvers who can thrive in the workplace of the 21st century.

The mission of P. A. Walsh STEAM Academy is to provide community-oriented learning experiences, which are centered on a rigorous curriculum and authentic learning opportunities that inspire innovation, inquiry, critical thinking, and academic excellence, preparing students for personal and professional success. This will occur through the integration of Science, Technology, Engineering, the Arts, and Mathematics (STEAM) in order to foster and develop a life-long passion for learning. In support of this mission a Teacher on Special Assignment was hired part time. This teacher works in many capacities to ensure that students are fully immersed in STEAM; she provides consultation and professional development for teachers, works with small groups and models integrated lessons.

During distance learning, Walsh continued to provide academic instruction, social emotional support and enrichment opportunities. Ensuring that students had the tools to log on was a top priority. Tutoring, small group reading instruction, and teacher office hours were offered to students. Continuing to engage students in STEAM opportunities were integrated into the daily instruction as well as schoolwide engineering challenges. Families were encouraged to participate online with specialized PE, Music and Art teachers.

Our in class and after-school intervention programs provide supplemental learning opportunities including dance, reading clubs, and fitness. Our Gifted and Talented Education (GATE) program identifies students who can benefit from enrichment and accelerated learning opportunities. All students in third grade take an exam for eligibility in the program. Grades PK-5 are making strong use of tablets and Chromebooks implementing various programs such as Study Island and Lexia.

Typically, P.A. Walsh STEAM Academy participates in the After School Education and Safety (A.S.E.S.) Program which partners our school and the local Y.M.C.A. to provide STEAM activities, homework support, safe after-school supervision and a nutritious meal to our students. Each year, up to 90 students attend the after-school YMCA program which operates each school day from 2:30 until 6:00 for a small charge to the families.

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

Student achievement continues to be one of our main academic goals at Walsh. This past year we have implemented a phonics program to begin teaching the foundational reading skills in our primary grades. Starting in our Migrant preschool and continuing through 2nd grade students are learning phonics through the Zoo Phonics program, a multisensory program to teach phonics to young students. In 2020, all primary teachers and reading specialists were trained in current research-based innovative techniques. In addition, we are supporting growth through reading intervention with three paraprofessionals who have had extensive training in Leveled Literacy Intervention. Students are grouped by reading level and are given differentiated instruction in a group of four students or less. Collaboration between the teachers and reading staff is prioritized and time is allocated to review data on the students receiving this service. At least 2 early release days annually are dedicated to collaboration between grade levels and support staff for this purpose. During this designated time, teachers collaborate regularly using summative and formative data to monitor student learning and design instruction to meet differentiated needs.

Students are provided with a variety of opportunities for involvement in activities that foster leadership skills and character development. Students are also encouraged and guided to participate in Student Council, Safety Patrol, Makers' Fair and The Tech Museum Challenge. Walsh also has College lessons that are implemented school-wide. Each classroom conducts lessons designed to help students understand the various pathways to college, guide students in how to set and achieve goals, and connect with the opportunities that higher education provides.

Walsh has a dedicated and highly-qualified staff of educational professionals working with students each day. The staff, community volunteers, and after-school program personnel support the students with an approach to learning that is sensitive to the needs of each child. Another goal is to increase the social-emotional development of our students. Each week a message focusing on character development is announced by the principal. This message is used by the teachers to guide discussion and lessons throughout the week. The staff has been trained by Rebekah's Counseling Services on trauma informed teaching as well as best practices for teaching students with sensory needs. The school is committed to supporting each student in all areas.

Walsh offers three comprehensive programs: two Special Day Classes (SDC) and a Resource Specialist Program (RSP). We also have a full time speech therapist and a psychologist. Students receiving RSP services typically stay in the general education classrooms for the majority of their school day and receive support in the areas of Reading, Writing and Math. Students receiving SDC services are part of a small group with differentiated instruction for all academic areas. These classes are staffed by highly trained teachers and instructional assistants. All students with IEP's participate in school-wide activities, field trips, weekly music lessons, assemblies, Science Camp and other mainstreaming opportunities as determined appropriate by their Special Education team.

All of our teachers are Cross-cultural Language and Academic Development (CLAD) certified with the proper authorization to support the instructional needs of English Learners (ELs). Over half of our staff has been trained in Constructed Meaning. Constructing Meaning provides teachers with the process and tools for weaving clear language instruction into content area teaching. Lesson planning is driven by the content and academic language demands of discipline-specific learning. In addition, teachers work with English learners in small groups according to their language proficiency level. All ELs receive English Language Development (ELD) for 30-45 minutes every day. All teachers have participated in training that addresses ways to present subject matter to English Learners and have completed training for ELD. We encourage the parents of English learners to join our English Learner Advisory Council (ELAC). We depend on the ELAC to provide guidance and feedback to help improve and expand services to English Learners.

P.A. Walsh STEAM Academy is partnering with the San Jose Tech Museum. This partnership provides field trips and learning experiences that provide 21st-century skills for all students and up to the minute training in STEAM activities.

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

## About the SARC

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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

| Grade Level             | Number of Students |
|-------------------------|--------------------|
| Kindergarten            | 65                 |
| Grade 1                 | 49                 |
| Grade 2                 | 61                 |
| Grade 3                 | 75                 |
| Grade 4                 | 70                 |
| Grade 5                 | 67                 |
| Grade 6                 | 0                  |
| Grade 7                 | 0                  |
| Grade 8                 | 0                  |
| Grade 9                 | 0                  |
| Grade 10                | 0                  |
| <b>Total Enrollment</b> | <b>387</b>         |

### 2019-20 Student Enrollment by Group

| Group                               | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American           | 0.3                         |
| American Indian or Alaska Native    | 0.5                         |
| Asian                               | 3.4                         |
| Filipino                            | 0.5                         |
| Hispanic or Latino                  | 77.3                        |
| Native Hawaiian or Pacific Islander | 0.3                         |
| White                               | 13.5                        |
| Two or More Races                   | 1.8                         |
| Socioeconomically Disadvantaged     | 63.5                        |
| English Learners                    | 47.4                        |
| Students with Disabilities          | 13                          |
| Homeless                            | 9.6                         |

## 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

| Teacher Credentials for P. A. Walsh STEAM   | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential                        | 24    | 19    | 20    |
| Without Full Credential                     | 0     | 0     | 0     |
| Teaching Outside Subject Area of Competence | 0     | 0     | 0     |

| Teacher Credentials for Morgan Hill Unified | 18-19 | 19-20 | 20-21 |
|---|-------|-------|-------|
| With Full Credential                        | ♦     | ♦     | 370   |
| Without Full Credential                     | ♦     | ♦     | 11    |
| Teaching Outside Subject Area of Competence | ♦     | ♦     | 9     |

### Teacher Misassignments and Vacant Teacher Positions at P. A. Walsh STEAM Academy

| Indicator                     | 18-19 | 19-20 | 20-21 |
|-------------------------------|-------|-------|-------|
| Teachers of English Learners  | 0     | 0     | 0     |
| Total Teacher Misassignments* | 0     | 0     | 0     |
| Vacant Teacher Positions      | 0     | 0     | 0     |

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.  
\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

### Textbooks and Instructional Materials

Year and month in which data were collected: December 2020

| Core Curriculum Area   | Textbooks and Instructional Materials/Year of Adoption  |
|------------------------|---|
| Reading/Language Arts  | McGraw Hill Education World of Wonders, Gr TK, McGraw Hill Wonders, Gr K-5<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0 |
| Mathematics            | Pearson Investigations with Envision supplement Gr K-5<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0                     |
| Science                | TWIG Science by TWIG Education Gr K-5<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0                                      |
| History-Social Science | Pearson My World<br><b>The textbooks listed are from most recent adoption:</b> Yes<br><b>Percent of students lacking their own assigned textbook:</b> 0   |

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

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.

### School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

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

Year and month in which data were collected: June 2020

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

| System Inspected | Repair Status | Repair Needed and Action Taken or Planned |
|------------------|---------------|---|
|                  | Exemplary     |   |

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

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

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| ELA     | 28           | N/A          | 52             | N/A            | 50          | N/A         |
| Math    | 18           | N/A          | 43             | N/A            | 39          | N/A         |

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

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

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

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

### CAASPP Test Results in Science for All Students Grades Five, Eight, and High School

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

| Subject | School 18-19 | School 19-20 | District 18-19 | District 19-20 | State 18-19 | State 19-20 |
|---------|--------------|--------------|----------------|----------------|-------------|-------------|
| Science | 12           | N/A          | 35             | N/A            | 30          | N/A         |

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

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

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

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

| Grade Level | 4 of 6 | 5 of 6 | 6 of 6 |
|-------------|--------|--------|--------|
| 5           | N/A    | N/A    | N/A    |
| 7           | N/A    | N/A    | N/A    |
| 9           | N/A    | N/A    | N/A    |

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

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

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

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

**CAASPP Test Results in Mathematics by Student Group**  
**Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

| Student Group                                 | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Male  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Female  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Black or African American                     | N/A              | N/A           | N/A            | N/A                | N/A                     |
| American Indian or Alaska Native              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Asian   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Filipino                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Hispanic or Latino                            | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Native Hawaiian or Pacific Islander           | N/A              | N/A           | N/A            | N/A                | N/A                     |
| White   | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Two or More Races                             | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Socioeconomically Disadvantaged               | N/A              | N/A           | N/A            | N/A                | N/A                     |
| English Learners                              | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students with Disabilities                    | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Students Receiving Migrant Education Services | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Foster Youth                                  | N/A              | N/A           | N/A            | N/A                | N/A                     |
| Homeless                                      | N/A              | N/A           | N/A            | N/A                | N/A                     |

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

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

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2020-21)

There are many ways for parents to participate in the life of our school. We depend on them and appreciate all they do to enrich everything we do at school.

For several years, the Latinx community has positively responded to the call to bring the "Los Dichos" program to Walsh. Many Latino parents read in classrooms on a regular basis as a way to bring in culture and customs into the classrooms.

We have a program called Wolf Den Cubs in which parents take turns watching younger siblings so that parents can volunteer in their children's classroom. This not only increases our parent volunteers but it provides support for the teachers as well as develops a community within our families.

Additionally, parents serve on the School Site Council (SSC), which collaborates with administration and staff to develop and monitor the school plan with the aim of improving the academic performance of all students. We have monthly meetings to discuss how we are using our funds to meet the goals set at the beginning of the year. This advisory committee is a combination of teachers, staff, parents and the administrator.

Parents of English Learners are vital partners in all school efforts. EL parents comprise the school's ELAC: English Learner Advisory Council and provide feedback to school staff and the SSC in all decisions, including the school plan and school budget. Additionally, we offer CAFE parenting classes in Spanish during the day. This class assists them in becoming better parents as well as familiarizing them with the education system in the United States.

The Home and School Club (HSC) coordinates all school fundraisers, which provide funds for a variety of events, classroom projects, supplies, and assemblies. Families attend Back-to-School Night in the fall, Open House in the spring, and parent-teacher conferences in November. We have English as a Second Language classes for parents and Strengthening Families parenting classes to help families grow and learn together.

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

**State Priority: 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.

**School Safety Plan (School Year 2020-2021)**

P.A. Walsh STEAM Academy has a long history of creating a safe learning environment whether in person or during distance learning. For most of the year, only staff have been on campus but safety procedures were in place no less.

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

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

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

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

We review our School Safety Plan each year; the most recent plan was approved at the School Site Council on September 24th, 2020. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. This year the following was added to the plan to comply with Covid mandates and safety precautions:

**COVID-19 Ingress and Egress procedures:**

Our school will ensure safe ingress and egress and adapt to social distancing due to current COVID pandemic to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will ensure that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstruction to allow the flow of pedestrian and vehicular traffic and are able to maintain a social distance of 6 ft apart. In addition, masks will be worn at all times. The school will also ensure that potential obstructions and hazards are removed from such areas and ensure that all exit gates are open. To achieve this goal, the school works closely with local law enforcement, fire, and city agencies to ensure safe access.

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.

Typically 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.

**Suspensions and Expulsions**

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

| Rate        | School 2017-18 | School 2018-19 | District 2017-18 | District 2018-19 | State 2017-18 | State 2018-19 |
|-------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | .8             | 0              | 4.9              | 5.0              | 3.5           | 3.5           |
| Expulsions  | 0              | 0              | .1               | .2               | .1            | .1            |

**Suspensions and Expulsions for School Year 2019-2020 Only**  
 (data collected between July through February, partial school year due to the COVID-19 pandemic)

| Rate        | School 2019-20 | District 2019-20 | State 2019-20 |
|-------------|----------------|------------------|---------------|
| Suspensions | .02            | .04              | n/a           |
| Expulsions  | 0              | .001             | n/a           |

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

**D. Other SARC Information**

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

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

| Title               | Ratio |
|---------------------|-------|
| Academic Counselor* | 0     |

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

**Student Support Services Staff (School Year 2019-2020)**

| Title   | Number of Full-Time Equivalent (FTE) |
|---|--------------------------------------|
| Counselor (Social/Behavioral or Career Development) | .553                                 |
| Library Media Teacher (Librarian)                   | n/a                                  |
| Library Media Services Staff (Paraprofessional)     | n/a                                  |
| Psychologist  | 1                                    |
| Social Worker                                       | 0                                    |
| Nurse   | .15                                  |
| Speech/Language/Hearing Specialist                  | 1.125                                |
| Resource Specialist (non-teaching)                  | n/a                                  |
| Other   | 1.82                                 |

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

**Average Class Size and Class Size Distribution (Elementary)**

| Grade Level | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ | 2019-20 Average Class Size | 2019-20 # of Classes* Size 1-20 | 2019-20 # of Classes* Size 21-32 | 2019-20 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
|             | K                          | 26                              |                                  | 4                              |                            | 21                              |                                  | 4                              | 2                          | 22                              |                                  | 2                              |
| 1           | 26                         |                                 | 3                                |                                | 22                         |                                 | 3                                |                                | 25                         |                                 | 2                                |                                |
| 2           | 25                         |                                 | 2                                |                                | 22                         |                                 | 3                                |                                | 26                         | 2                               |                                  |                                |
| 3           | 22                         | 1                               | 3                                |                                | 22                         | 1                               | 2                                |                                | 28                         |                                 | 2                                |                                |
| 4           | 24                         |                                 | 3                                |                                | 30                         |                                 | 1                                |                                |                            |                                 |                                  |                                |
| 5           | 24                         | 1                               | 2                                |                                | 26                         | 1                               | 3                                |                                | 26                         |                                 | 2                                |                                |
| Other**     |                            |                                 |                                  |                                |                            |                                 |                                  |                                | 26                         | 2                               | 2                                | 1                              |

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

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

**Professional Development (Most Recent Three Years)**

| Measure   | 2018-19 | 2019-20 | 2020-21 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 6       | 6       | 9       |

Teachers attend staff development throughout the school year. In the past few years, these days have been devoted to learning the core curriculum and all the elements of integrating Science, Technology, Engineering, Arts and Math (STEAM). During collaboration meetings, teachers continue to work in

Professional Learning Communities (PLCs) and work on developing PBIS: Positive Behavior and Intervention Support for students. This will support the implementation of a school-wide behavior support program at P.A. Walsh STEAM Academy.

Walsh teachers and staff promote a Professional Learning Community through weekly collaboration, district professional development sessions and numerous on-site activities. Topics for weekly collaborations are guided by the leadership team made up of one teacher from each grade level. To further the learning of innovative teaching strategies, staff have read professional books on best teaching strategies and participated in professional development in English Language Arts ELA/ELD strategies.

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

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

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

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

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 2021.

The focus in 2020-2021 has been on Universal Design Learning and culturally responsive teaching fundamentals. Teachers have engaged in online learning facilitated by the administrator. The professional learning occurs weekly during staff collaboration meetings.

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.

#### FY 2018-19 Teacher and Administrative Salaries

| Category                      | District Amount | State Average for Districts In Same Category |
|-------------------------------|-----------------|--|
| Beginning Teacher Salary      | \$49,318        | \$49,782                                     |
| Mid-Range Teacher Salary      | \$83,434        | \$76,851                                     |
| Highest Teacher Salary        | \$105,569       | \$97,722                                     |
| Average Principal Salary (ES) | \$127,689       | \$121,304                                    |
| Average Principal Salary (MS) | \$136,052       | \$128,629                                    |
| Average Principal Salary (HS) | \$131,848       | \$141,235                                    |
| Superintendent Salary         | \$270,778       | \$233,396                                    |

| Percent of District Budget | District Amount | State Average for Districts In Same Category |
|----------------------------|-----------------|--|
| Teacher Salaries           | 32.0            | 33.0   |
| Administrative Salaries    | 6.0             | 6.0  |

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

#### FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

| Level       | Total   | Restricted | Unrestricted | Average Teacher Salary |
|-------------|---------|------------|--------------|------------------------|
| School Site | 5938.03 | 518.48     | 5419.56      | 82724                  |
| District    | N/A     | N/A        | 8495.23      | \$81,305               |
| State       | N/A     | N/A        | \$7,750      | \$79,209               |

| Percent Differences  | Unrestricted | Average Teacher Salary |
|----------------------|--------------|------------------------|
| School Site/District | -44.2        | 1.7                    |
| School Site/ State   | -35.4        | 4.3                    |

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

### **Types of Services Funded**

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

Our Home and School Club raises funds for classroom supplies, field trip fees, library books, and special assemblies. We couldn't do the great things we do without their help!

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

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

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

### **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.