SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17

P. A. Walsh STEAM Academy

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Morgan Hill Unified

Superintendent: Steve Betando
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I DATA AND ACCESS

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

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

DataQuest

%DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).%

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.

II ABOUT THIS SCHOOL

District Contact Information
Most Recent Year

District Name:	Morgan Hill Unified
Phone Number:	(408) 201-6023
Superintendent:	Steve Betando
E-mail Address:	betandos@mhusd.org
Web Site:	www.mhusd.org

School Contact Information
Most Recent Year

School Name:	P. A. Walsh STEAM Academy
Street:	353 West Main Ave.
City, State, Zip:	Morgan Hill, CA 95037-4530
Phone Number:	(408) 201-6500
Principal:	Teresa Sermersheim, Principal
E-mail Address:	sermersheimt@mhusd.org
Web Site:	
County-District-School (CDS) Code:	43695836047922

School Description and Mission Statement (School Year 2016–17)

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 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 Science Lab and an Art Studio with an art teacher.

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 challenges 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 in order to foster and develop a life-long passion for learning.

In class and after-school intervention classes for students provide supplemental learning opportunities including drama and reading clubs and choir. Our Gifted and Talented Education (GATE) program identifies students who can benefit from enrichment and accelerated learning opportunities. Grades 1-5 are making strong use of tablets and Chromebooks and through the on-site Accelerated Reader program and Lexia.

P.A. Walsh 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 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 includes a supper, homework assistance, physical fitness and enrichment activities. The program operates after school each day from 2:30 p.m. until 6:00 p.m. and is free of charge to the families.

Student achievement continues to be our primary focus at Walsh. We are supporting growth through reading intervention, Professional Learning Communities in Math and English Language Arts and the implementation of Systematic ELD. Teachers collaborate regularly using summative data 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 and the Science Fair. Walsh also has College lessons that are implemented school-wide. Each classroom conducts lesson 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 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.

We have a full-time Resource Specialist Program (RSP) teacher and three instructional assistants who work with our special education students. We have a speech therapist and a psychologist 2.5 days a week. Resource students stay in the regular classroom as much as possible, some come to the RSP classroom to work in small groups or individually in the area of need. In the regular classroom, they receive accommodations according to their Individualized Education Plan (IEPs). Examples include extended time on tests, sitting close to the teacher, and/or modified homework. Our resource students have mild to moderate learning differences such as visual or auditory processing problems or language delays. We provide Designated Instructional Services in occupational therapy and adaptive PE as necessary.

We have two Special Day Classes (SDC) for students requiring more support. These classes are staffed by highly trained teachers and instructional assistants. All special education students participate in school-wide activities, field trips, assemblies, Science Camp and other mainstreaming opportunities as determined appropriate by their IEP 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. Teachers work with ELs in small groups according to their language proficiency level. All ELs receive daily English Language Development (ELD) for 30-45 minutes every day. English Learners are grouped according to their CELDT levels and teacher feedback. 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 Walt Disney Family Museum and the San Jose Tech Museum. These partnerships provide field trips and learning experiences that provide 21st-century skills for all students.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Transitional Kindergarten	0
Kindergarten	120
Grade 1	60
Grade 2	87
Grade 3	68
Grade 4	98
Grade 5	90
Grade 6	92
Total Enrollment	615

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	2.4%
American Indian or Alaska Native	0.2%
Asian	4.6%
Filipino	0.8%
Hispanic or Latino	77.6%
Native Hawaiian/Pacific Islander	0.2%
White	13.5%
Two or More Races	0.3%
Socioeconomically Disadvantaged	75.3%
English Learners	52.2%
Students with Disabilities	11.1%
Foster Youth	0.8%

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

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	30	31	27	375
Without Full Credential	0	0	0	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	11

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	97.77%	2.23%
High-Poverty Schools in District	98.21%	1.79%
Low-Poverty Schools in District	94.39%	5.61%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: December 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Engage NY, Grades TK-6 Language Arts (TK-2: Core Knowledge, gr 3-6 Expeditionary Learning)	yes	0%
Mathematics	Pearson Investigations with Envision supplement Gr K-5	yes	0%
Science	MacMillian-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science Series	yes	0%
History-Social Science	Houghton Mifflin Social Science Series McDougal Littell CA	yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements

Our school campus is more than 60 years old. In fall 2013 Walsh opened their school year as P.A. Walsh STEAM Academy (Science, Technology, Engineering the Arts and Math).

The Maintenance, Grounds and Custodial staff continue to work together to provide a safe, clean and well-maintained learning environment to help support student achievement.

As part of the Measure G Bond, In the summer of 2014 Walsh received a technology infrastructure upgrade which included campus-wide WiFi, a new phone system, a new clock/public address system. All classroom interiors were painted, new flooring installed. The site is also a 1:1 campus which means every student has access to either a tablet or chrome book. The campus also received a full modernization from the flooring to the restrooms. A new drop off and parking was also installed and completed fall 2015.

School Facility Good Repair Status

Using the most recent 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 Overall Rating

Month and year in which data were collected: June 2016

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

Overall Facility Rate

Month and year in which data were collected: June 2016

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

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], Science California Standards Tests) 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/ Literacy (grades 3-8 and 11)	32%	28%	51%	53%	44%	48%
Mathematics (grades 3-8 and 11)	20%	19%	43%	43%	34%	36%

NOTE: Scores are not shown 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.

CAASPP Test Results in ELA by Student Group (ELA)
Grades Three through Eight and Eleven (School Year 2015–16)
ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	61	85.92%	13.11%
Male	31	24	77.42%	4.17%
Female	40	37	92.50%	18.92%
Black or African American	–	–	–	–
American Indian or Alaska Native				
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	57	50	87.72%	4.00%
Native Hawaiian or Pacific Islander				
White	–	–	–	–
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	50	46	92.00%	4.35%
English Learners	41	38	92.68%	
Students with Disabilities	–	–	–	–
Students Receiving Migrant Education Services	–	–	–	–
Foster Youth	–	–	–	–

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated inthe 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.

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	104	95	91.35%	20.00%
Male	53	48	90.57%	16.67%
Female	51	47	92.16%	23.40%
Black or African American	–	–	–	–
American Indian or Alaska Native				
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	83	79	95.18%	15.19%
Native Hawaiian or Pacific Islander				
White	11	7	63.64%	28.57%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	79	75	94.94%	13.33%
English Learners	59	56	94.92%	5.36%
Students with Disabilities	11	10	90.91%	10.00%
Students Receiving Migrant Education Services	17	16	94.12%	12.50%
Foster Youth	–	–	–	–

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

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NOTE: The number of students tested includes all students who participated inthe 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.

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	94	87	92.55%	45.98%
Male	43	42	97.67%	40.48%
Female	51	45	88.24%	51.11%
Black or African American	–	–	–	–
American Indian or Alaska Native				
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	76	71	93.42%	39.44%
Native Hawaiian or Pacific Islander				
White	–	–	–	–
Two or More Races				
Socioeconomically Disadvantaged	71	66	92.96%	40.91%
English Learners	38	38	100.00%	21.05%
Students with Disabilities	–	–	–	–
Students Receiving Migrant Education Services	17	15	88.24%	33.33%
Foster Youth	–	–	–	–

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated inthe 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.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	94	90	95.74%	27.78%
Male	45	44	97.78%	27.27%
Female	49	46	93.88%	28.26%
Black or African American	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino				
Hispanic or Latino	71	68	95.77%	20.59%
Native Hawaiian or Pacific Islander				
White	13	12	92.31%	41.67%
Two or More Races				
Socioeconomically Disadvantaged	73	71	97.26%	25.35%
English Learners	27	25	92.59%	
Students with Disabilities	17	16	94.12%	12.50%
Students Receiving Migrant Education Services	13	13	100.00%	38.46%
Foster Youth	–	–	–	–

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated inthe 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 Assessment Results –Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)
Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	71	60	84.51%	23.33%
Male	31	24	77.42%	25.00%
Female	40	36	90.00%	22.22%
Black or African American	–	–	–	–
American Indian or Alaska Native				
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	57	50	87.72%	18.00%
Native Hawaiian or Pacific Islander				
White	–	–	–	–
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	50	45	90.00%	13.33%
English Learners	41	38	92.68%	10.53%
Students with Disabilities	–	–	–	–
Students Receiving Migrant Education Services	–	–	–	–
Foster Youth	–	–	–	–

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated inthe 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.

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	104	95	91.35%	13.68%
Male	53	48	90.57%	12.50%
Female	51	47	92.16%	14.89%
Black or African American	–	–	–	–
American Indian or Alaska Native				
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	83	79	95.18%	10.13%
Native Hawaiian or Pacific Islander				
White	11	7	63.64%	14.29%
Two or More Races	–	–	–	–
Socioeconomically Disadvantaged	79	75	94.94%	6.67%
English Learners	59	56	94.92%	3.57%
Students with Disabilities	11	10	90.91%	
Students Receiving Migrant Education Services	17	16	94.12%	12.50%
Foster Youth	–	–	–	–

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated inthe 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.

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	96	89	92.71%	21.35%
Male	44	43	97.73%	23.26%
Female	52	46	88.46%	19.57%
Black or African American	–	–	–	–
American Indian or Alaska Native				
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	77	72	93.51%	16.67%
Native Hawaiian or Pacific Islander				
White	–	–	–	–
Two or More Races				
Socioeconomically Disadvantaged	72	67	93.06%	19.40%
English Learners	39	39	100.00%	7.69%
Students with Disabilities	–	–	–	–
Students Receiving Migrant Education Services	17	15	88.24%	13.33%
Foster Youth	–	–	–	–

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated inthe 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.

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	94	90	95.74%	17.78%
Male	45	44	97.78%	15.91%
Female	49	46	93.88%	19.57%
Black or African American	–	–	–	–
American Indian or Alaska Native	–	–	–	–
Asian	–	–	–	–
Filipino				
Hispanic or Latino	71	68	95.77%	13.24%
Native Hawaiian or Pacific Islander				
White	13	12	92.31%	33.33%
Two or More Races				
Socioeconomically Disadvantaged	73	71	97.26%	14.08%
English Learners	27	25	92.59%	4.00%
Students with Disabilities	17	16	94.12%	12.50%
Students Receiving Migrant Education Services	13	13	100.00%	15.38%
Foster Youth	–	–	–	–

NOTE: 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 on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

NOTE: The number of students tested includes all students who participated inthe 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 Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	33%	26%	36%	66%	59%	62%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	99	89	89.90%	35.96%
Male	45	43	95.56%	44.19%
Female	54	46	85.19%	28.26%
Black or African American	–	–	–	–
American Indian or Alaska Native				
Asian	–	–	–	–
Filipino	–	–	–	–
Hispanic or Latino	79	72	91.14%	26.39%
Native Hawaiian or Pacific Islander				
White	11	8	72.73%	87.50%
Two or More Races				
Socioeconomically Disadvantaged	73	68	93.15%	30.88%
English Learners	39	39	100.00%	12.82%
Students with Disabilities	–	–	–	–
Students Receiving Migrant Education Services	17	15	88.24%	40.00%
Foster Youth	–	–	–	–

STATE PRIORITY: OTHER PUPIL OUTCOMES

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

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.00%	8.90%	11.10%

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.

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 2016–17)

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

For several years, the Latino community has responded in a positive way to a 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.

Another Project Cornerstone program implemented is ABC Readers. Parents come to classrooms and read a story each month that helps the students understand and grow in a character trait, such as respect, honesty, cooperation and empathy.

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 to meet performance goals.

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.

The Home and School Club coordinates all school fundraisers, which provide funds for a variety of events, classroom projects, supplies and assemblies. Parents 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 other classes to strengthen families to grow and learn together.

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

Rate*	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.0	.17	.32	5.67	3.77	3.52	4.36	3.80	3.65
Expulsions	0.00	0.00	0.15	.22	.25	.12	0.10	0.09	0.09

School Safety Plan – Most Recent Year

P.A. Walsh STEAM Academy has a long history of creating a safe learning environment. Staff monitors the school grounds before and after school as well as at recess and at 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 has been trained to ask any person without a badge to return to the office.

We review our School Safety Plan each year. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We share the plan with staff during a school-wide staff meeting. We practice fire drills monthly, earthquake drills, and hold trainings for staff on emergency preparedness.

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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2006-2007	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	27	1	3		22		5		23		3	
1	32		2		25		3		19	3		
2	32		3		31		2		26		3	
3	23	1	3		25	1	3		29		2	
4	26		3		29		3		31		3	
5	28		2		32		2		29		3	
6	26		3		27	1	3		28		3	
Other	12	1							23.5		2	

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms 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.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.31	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.17	N/A
Speech/Language/Hearing Specialist	.9	N/A
Resource Specialist (non - teaching)	1	N/A
Other	.25	N/A

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$4572	$470	$4102	$67063
District	N/A	N/A	$6186	$69092
Percent Difference – School Site and District	N/A	N/A	-33.69%	-2.94%
State	N/A	N/A	$5677	$71517
Percent Difference – School Site and State	N/A	N/A	-27.74%	-6.23%

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

Types of Services Funded (Fiscal Year 2015-16)

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).

Federal Title I funds pay for personnel and materials needed to support at-risk students.

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

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47967	$43821
Mid-Range Teacher Salary	$71004	$69131
Highest Teacher Salary	$89851	$89259
Average Principal Salary (Elementary)	$105837	$108566
Average Principal Salary (Middle)	$114173	$115375
Average Principal Salary (High)	$129331	$125650
Superintendent Salary	$223871	$198772
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	5%	6%

NOTE: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

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