

P. A. Walsh STEAM Academy

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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.

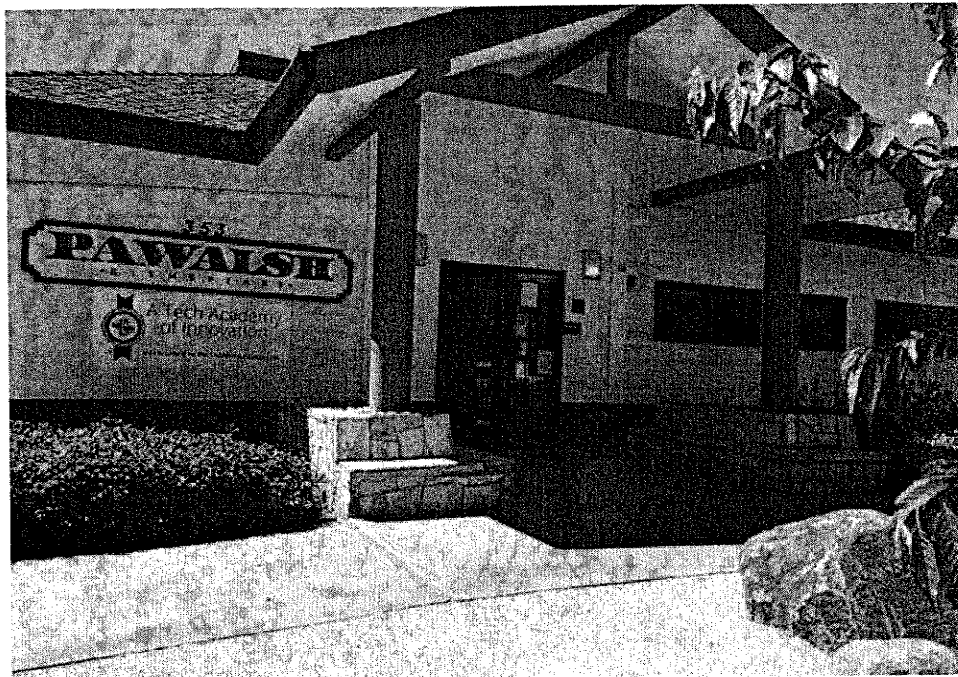
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school,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

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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).

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.



About This School

Contact Information (School Year 2017-18)

| District Contact Information (School Year 2017-18) | | School Contact Information (School Year 2017-18) | |
|--|--|--|--|
| District Name | Morgan Hill Unified | School Name | P. A. Walsh STEAM Academy |
| Phone Number | (408) 201-6023 | Street | 353 West Main Ave. |
| Superintendent | Steve Betando | City, State, Zip | Morgan Hill, Ca, 95037-4530 |
| E-mail Address | betandos@mhusd.org | Phone Number | 408-201-6500 |
| Web Site | www.mhusd.org | Principal | Teresa Sermersheim, Principal |
| | | E-mail Address | sermersheim@mhusd.org |
| | | County-District-School (CDS) Code | 43695836047922 |

Last updated: 11/29/2017

School Description and Mission Statement (School Year 2017-18)

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 STEAM 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 dance, reading clubs and fitness. 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 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 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 Resource Specialist Program (RSP) teacher and instructional assistants who work with our special education students. We have a speech therapist and

a psychologist. 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.

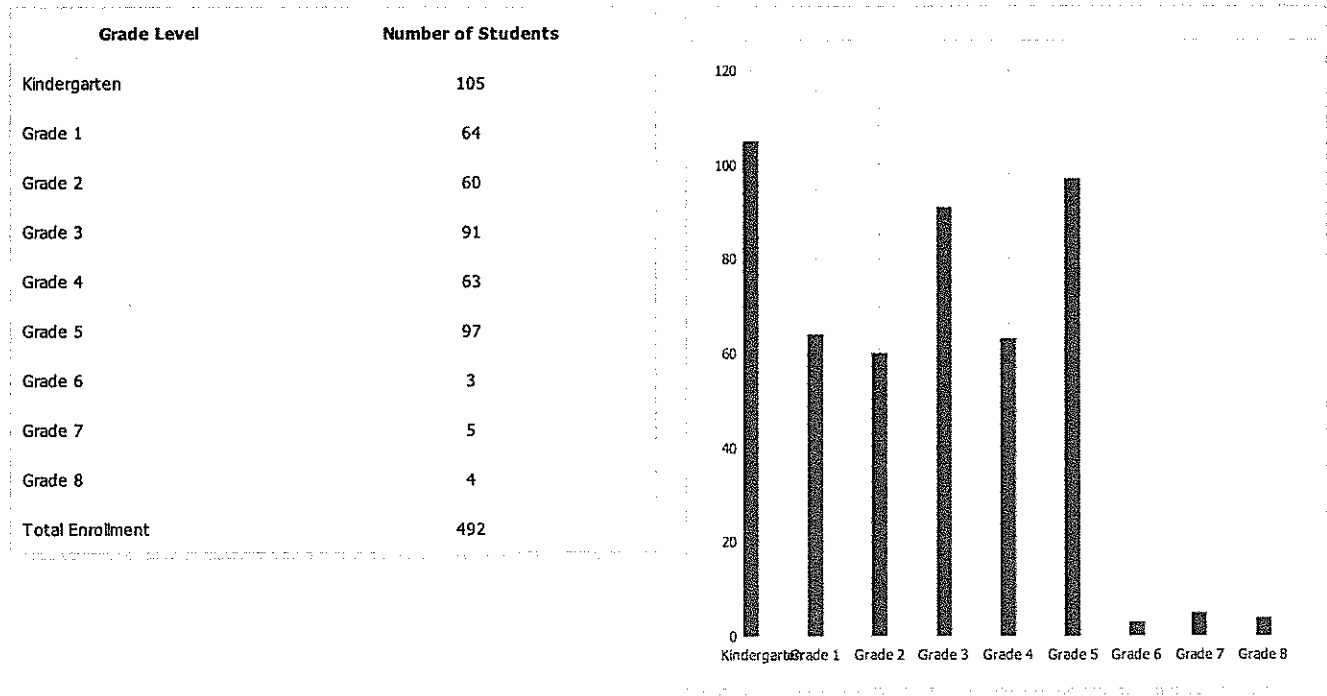
All of our teachers are Cross-cultural Language and Academic Development (CLAD) certified with the proper authorization to support the instructional needs of English Learners. Teachers work with ELs in small groups according to their language proficiency level. All ELs receive daily English Language Development (ELD) designated time 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 San Jose Tech Museum. This partnership provides field trips and learning experiences that provide 21st-century skills for all students.

Last updated: 1/18/2018

Student Enrollment by Grade Level (School Year 2016-17)

Kindergarten enrollment reflects combined Kindergarten and Transitional Kindergarten numbers



Last updated: 12/18/2017

Student Enrollment by Student Group (School Year 2016-17)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|------------------------------------|
| Black or African American | 1.6 % |
| American Indian or Alaska Native | 0.0 % |
| Asian | 3.3 % |
| Filipino | 1.0 % |
| Hispanic or Latino | 77.4 % |
| Native Hawaiian or Pacific Islander | 0.4 % |
| White | 13.6 % |
| Two or More Races | 1.2 % |
| Other | 1.5 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 67.9 % |
| English Learners | 52.6 % |
| Students with Disabilities | 10.8 % |
| Foster Youth | 0.6 % |

Last updated: 12/18/2017

A. Conditions of Learning

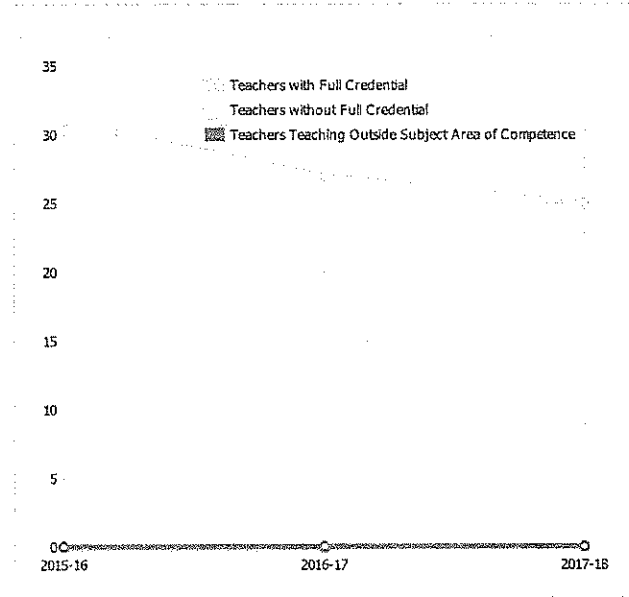
State Priority: Basic

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

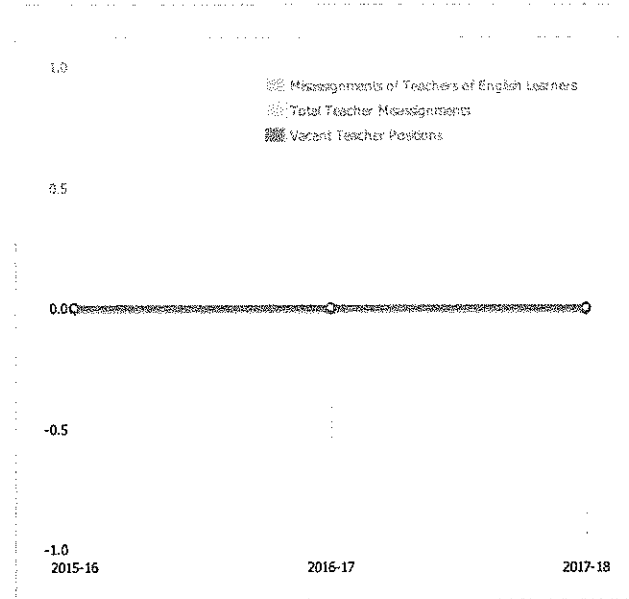
| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2015-16 | 2016-17 | 2017-18 | 2017-18 |
| With Full Credential | 31 | 27 | 25 | 379 |
| Without Full Credential | 0 | 0 | 1 | 19 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 12 |



Last updated: 12/4/2017

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2015-16 | 2016-17 | 2017-18 |
|--|---------|---------|---------|
| 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.

Last updated: 12/4/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: December 2017

| Subject | Textbooks and Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts | McGraw Hill Education World of Wonders, Gr TK McGraw Hill Wonders, Gr K-5 | Yes | 0.0 % |
| Mathematics | Pearson Investigations with Envision supplement | Yes | 0.0 % |
| Science | MacMillan-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science Series | Yes | 0.0 % |
| History-Social Science | Houghton Mifflin Social Science Series McDougal Littell CA | Yes | 0.0 % |
| Foreign Language | | | 0.0 % |
| Health | | | 0.0 % |
| Visual and Performing Arts | | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

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

Last updated: 12/14/2017

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.

Last updated: 12/7/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | Interior modernization summer 2014 |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | Restrooms were renovated 2014 and 2015 |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | Roofs were replaced in summer 2014 |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 12/7/2017

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 (School Year 2016-17)

| Subject | Percentage of Students Meeting or Exceeding the State Standards | | | | | |
|--|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2015-16 | 2016-17 | 2015-16 | 2016-17 | 2015-16 | 2016-17 |
| English Language Arts / Literacy (grades 3-8 and 11) | 28% | 23% | 53% | 52% | 48% | 48% |
| Mathematics (grades 3-8 and 11) | 19% | 14% | 43% | 42% | 36% | 37% |

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.

Last updated: 12/18/2017

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 265 | 253 | 95.47% | 22.92% |
| Male | 141 | 135 | 95.74% | 17.78% |
| Female | 124 | 118 | 95.16% | 28.81% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 223 | 212 | 95.07% | 18.40% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 23 | 22 | 95.65% | 31.82% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 196 | 189 | 96.43% | 14.81% |
| English Learners | 170 | 166 | 97.65% | 15.06% |
| Students with Disabilities | 37 | 34 | 91.89% | -- |
| Students Receiving Migrant Education Services | 23 | 20 | 86.96% | -- |
| 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 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.

Last updated: 12/18/2017

CAASPP Test Results in Mathematics by Student Group

Grades Three through Eight and Grade Eleven (School Year 2016-17)

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|-------------------------|
| All Students | 265 | 253 | 95.47% | 13.89% |
| Male | 141 | 134 | 95.04% | 13.43% |
| Female | 124 | 119 | 95.97% | 14.41% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 223 | 212 | 95.07% | -- |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 23 | 22 | 95.65% | 18.18% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 196 | 189 | 96.43% | -- |
| English Learners | 170 | 166 | 97.65% | -- |
| Students with Disabilities | 37 | 34 | 91.89% | -- |
| Students Receiving Migrant Education Services | 23 | 21 | 91.30% | -- |
| Foster Youth | -- | -- | -- | -- |

Note: 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.

Note: 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 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.

Last updated: 12/18/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

| Subject | Percentage of Students Scoring at Proficient or Advanced | | | | | |
|-------------------------------|--|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 26.0% | 36.0% | 59.0% | 62.0% | 56% | 54% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/18/2017

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 2016-17)

| Percentage of Students Meeting Fitness Standards | | | |
|--|-------------------------------|-------------------------------|------------------------------|
| Grade Level | Four of Six Fitness Standards | Five of Six Fitness Standards | Six of Six Fitness Standards |
| 5 | 14.6% | 18.8% | 12.5% |

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.

Last updated: 1/17/2018

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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.

Last updated: 11/29/2017

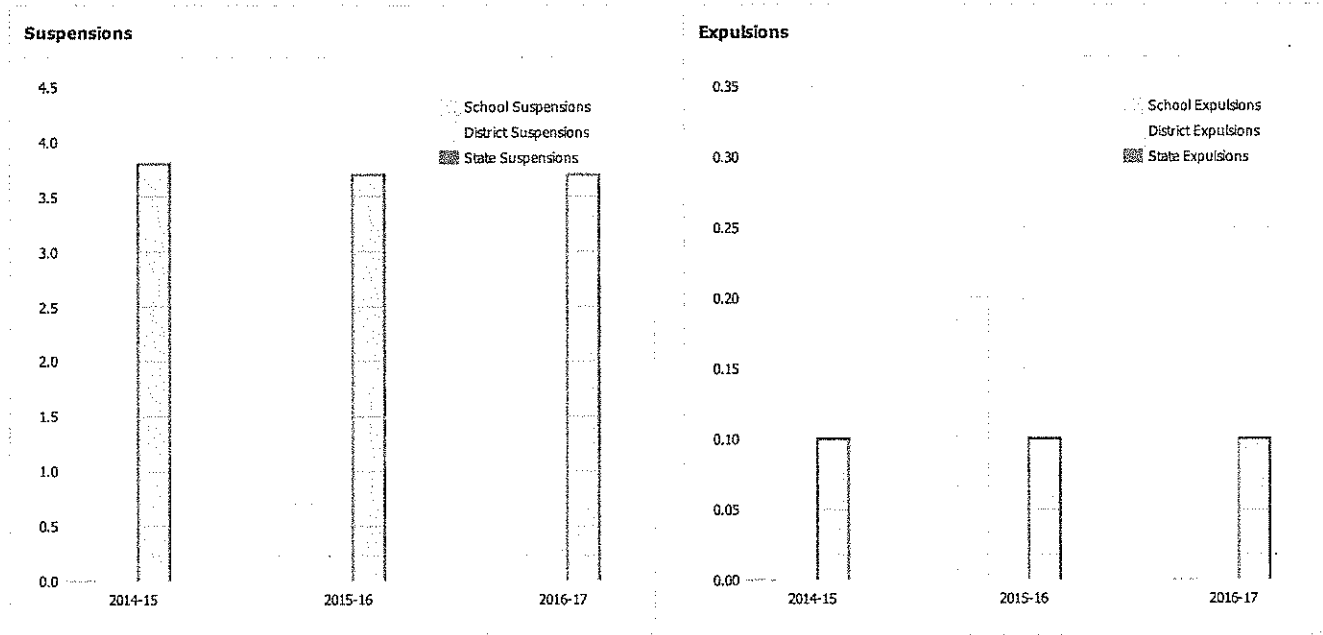
State Priority: School Climate

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 | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Suspensions | 0.0% | 0.7% | 1.7% | 3.8% | 3.5% | 4.2% | 3.8% | 3.7% | 3.7% |
| Expulsions | 0.0% | 0.2% | 0.0% | 0.3% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% |



Last updated: 12/19/2017

School Safety Plan (School Year 2017-18)

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.

Last updated: 11/29/2017

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.

Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2014-15 | | | | 2015-16 | | | | 2016-17 | | | |
|-------------|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|--------------------|---------------------|-------|-----|
| | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | | Average Class Size | Number of Classes * | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 22.0 | 0 | 5 | 0 | 24.0 | 0 | 5 | 0 | 22.0 | 1 | 4 | 0 |
| 1 | 25.0 | 0 | 3 | 0 | 20.0 | 2 | 1 | 0 | 23.0 | 0 | 2 | 0 |
| 2 | 31.0 | 0 | 2 | 0 | 26.0 | 0 | 3 | 0 | 23.0 | 0 | 2 | 0 |
| 3 | 25.0 | 1 | 3 | 0 | 32.0 | 0 | 2 | 0 | 23.0 | 1 | 3 | 0 |
| 4 | 29.0 | 0 | 3 | 0 | 31.0 | 0 | 3 | 0 | 30.0 | 0 | 2 | 0 |
| 5 | 32.0 | 0 | 2 | 0 | 29.0 | 0 | 3 | 0 | 27.0 | 1 | 3 | 0 |
| 6 | 27.0 | 1 | 3 | 0 | 24.0 | 1 | 3 | 0 | 0.0 | 0 | 0 | 0 |
| Other | 0.0 | 0 | 0 | 0 | 10.0 | 2 | 0 | 0 | 25.0 | 0 | 1 | 0 |

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

Last updated: 1/10/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|-----------------------------------|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (Librarian) | | N/A |
| Library Media Services Staff (Paraprofessional) | 0.5 | N/A |
| Psychologist | 0.5 | N/A |
| Social Worker | | N/A |
| Nurse | 0.1 | N/A |
| Speech/Language/Hearing Specialist | 1.0 | N/A |
| Resource Specialist (non-teaching) | 0.5 | N/A |
| Other | | 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.

Last updated: 1/18/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$4593.6 | \$361.5 | \$4232.1 | \$72989.0 |
| District | N/A | N/A | \$7067.2 | \$72134.0 |
| Percent Difference -- School Site and District | N/A | N/A | -50.2% | 1.2% |
| State | N/A | N/A | \$6574.0 | \$74476.0 |
| Percent Difference -- School Site and State | N/A | N/A | -43.4% | -2.0% |

Types of Services Funded (Fiscal Year 2016-17)

In addition to the state and local funds our school received for general education, P.A. Walsh STEAM Academy received LCFF Supplemental funding. 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!

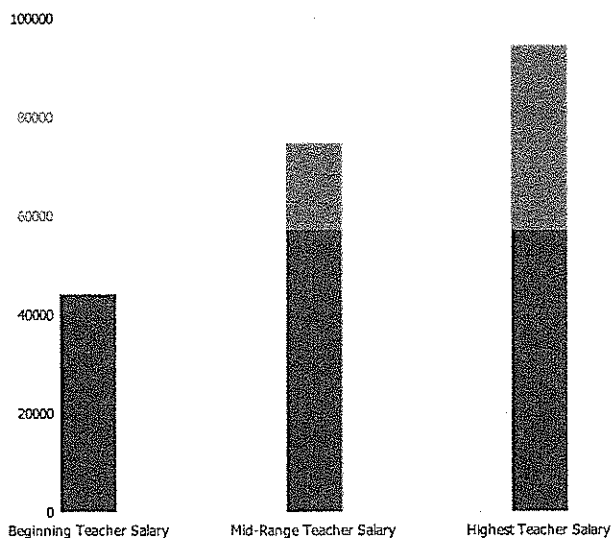
Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

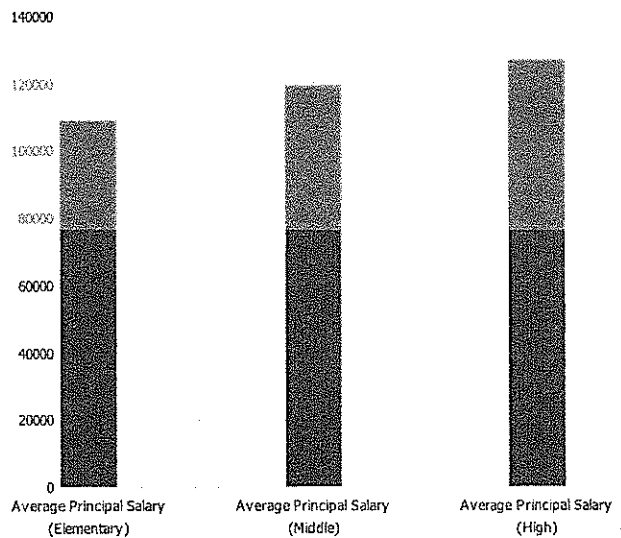
| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$44,069 | \$46,511 |
| Mid-Range Teacher Salary | \$74,554 | \$73,293 |
| Highest Teacher Salary | \$94,334 | \$92,082 |
| Average Principal Salary (Elementary) | \$108,912 | \$113,263 |
| Average Principal Salary (Middle) | \$119,272 | \$120,172 |
| Average Principal Salary (High) | \$126,792 | \$131,203 |
| Superintendent Salary | \$230,587 | \$213,732 |
| Percent of Budget for Teacher Salaries | 36.0% | 36.0% |
| Percent of Budget for Administrative Salaries | 6.0% | 5.0% |

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

Teacher Salary Chart



Principal Salary Chart



Last updated: 1/10/2018

Professional Development

Teachers attend staff development throughout the school year. In the past few years these days have been devoted to learning the core curriculum and learning all the elements of 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.

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