

# Primary Years Academy of International Education Magnet School

1540 N. Lincoln St • Stockton, CA 95204 • (209) 933-7355 • Grades K-5

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## 2013-14 School Accountability Report Card Published During the 2014-15 School Year



### **Stockton Unified School District**

701 North Madison St.  
Stockton, CA 95202-1634  
(209) 933-7000  
[www.stocktonusd.net](http://www.stocktonusd.net)

### **District Governing Board**

Gloria Allen

Andrea Burrise

Kathleen Garcia

Colleen Keenan

Maria Mendez

Angela Phillips

Steve Smith

### **District Administration**

Ms. Julie Penn  
**Superintendent**

### **Vision**

Primary Years Academy of International Education (PYA) is a Stockton Unified School District Magnet School. On January 14, 2014, PYA was granted authorization status as an International Baccalaureate World School by the International Baccalaureate Organization. PYA provides a comprehensive and rigorous educational setting for kindergarten to fifth grade students. We envision a school of approximately 350 students each academic year who we prepare to move beyond the IB Primary Years Program, into the IB Middle Years Program, and successfully complete the IB Diploma Program. Primary Years Academy fosters and promotes active, educated, and caring citizens for our world society.

### **Mission**

The mission of Primary Years Academy is to develop internationally-minded kindergarten through fifth grade students through a rigorous, relevant, and practical International Baccalaureate (IB) curricula and methodology. Our goal is to prepare students to be active, global citizens in the 21st century. By providing a multi-cultural, student-centered environment with an emphasis on inquiry-based learning, it is our desire and intent that students become literate, self-motivated, and competent lifelong learners

## About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 at (209) 933-7355.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	59
Gr. 1	54
Gr. 2	56
Gr. 3	51
Gr. 4	29
Gr. 5	27
<b>Total</b>	<b>276</b>

SOURCE: California Department of Education

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.7
American Indian or Alaska Native	0.7
Asian	4.7
Filipino	3.3
Hispanic or Latino	58.7
Native Hawaiian/Pacific Islander	0.7
White	20.3
Two or More Races	6.9
Socioeconomically Disadvantaged	70.7
English Learners	12.0
Students with Disabilities	3.6

SOURCE: California Department of Education

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Primary Years Academy of International	12-13	13-14	14-15
<b>Fully Credentialed</b>	11	11	11
<b>Without Full Credential</b>	0	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Stockton Unified School District	12-13	13-14	14-15
<b>Fully Credentialed</b>	◆	◆	1472
<b>Without Full Credential</b>	◆	◆	65
<b>Teaching Outside Subject Area of Competence</b>	◆	◆	7

SOURCE: This information is provided by the school district.

◆ no data required.

Teacher Misassignments and Vacant Teacher Positions at this School			
Primary Years Academy of	12-13	13-14	14-15
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	2	0	1

\* "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.

SOURCE: This information is provided by the school district.

### Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.00	0.00
Districtwide		
<b>All Schools</b>	96.03	3.97
<b>High-Poverty Schools</b>	95.92	4.08
<b>Low-Poverty Schools</b>	100.00	0.00

\* 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.

SOURCE: California Department of Education

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

The main fact about textbooks that the Williams legislation calls for described whether schools have books in core classes for all students. The law also asks districts to reveal whether those books are what the California content standards calls for. This information is far more meaningful when along with the more detailed description of textbooks contained in our School Accountability Report Card (SARC). There you'll find the names of the textbooks used in our core classes, their dates of publication, the names of the firms that published them, and more

#### Textbooks and Instructional Materials

Year and month in which data were collected: September 23, 2014

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<b>Reading/Language Arts</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014
<b>Mathematics</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014
<b>Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	FOSS (Full Option Science System) Adopted in 2007  Earth Science Adopted in 2007  Life Science Adopted in 2007  Physical Science Adopted in 2007
<b>History-Social Science</b> The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	K-5 Scott Foresman Adopted in 2006  6-8 Glencoe: Discovering Our Past Adopted in 2006

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

Primary Years Academy shares a campus with El Dorado Elementary School. The El Dorado School buildings were remodeled in 2009-2010. The campus is in new condition, with updated and clean restrooms, and classrooms. In 2012, the parking lot lines and curbs for drop-off zones were repainted. In 2014, solar panels/overhead shade for parking were installed in the parking lot. PYA and El Dorado School are working with community volunteers to refurbish and establish the school garden.

The Primary Years Academy campus occupies the northern section of the school. It includes rooms 30-31, 32, 33, 41-45, 47-53, 105 and 106. During the 2014-2015 school year, Primary Years Academy utilizes 12 of the 12 classrooms and three office spaces.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 10/20/2014**

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]		
<b>Interior:</b> Interior Surfaces	[ ]	[ ]	[X]		boys & girls restrooms: ceiling leak in boys RR, hand dryer not working in girls RR multipurpose/ kitchen: rip on walls, site share multipurpose with El Dorado School
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]		
<b>Electrical:</b> Electrical	[ ]	[X]	[ ]		boys & girls restrooms: ceiling leak in boys RR, hand dryer not working in girls RR
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	[ ]	[ ]	[X]		
<b>Safety:</b> Fire Safety, Hazardous Materials	[X]	[ ]	[ ]		
<b>Structural:</b> Structural Damage, Roofs	[X]	[ ]	[ ]		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]		
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	[ ]	[ ]	[X]	[ ]	

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	67	45	46	35	34	34	60	59	60

\* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

SOURCE: California Department of Education

#### STAR Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	51	51	50	36	38	37	54	56	55
Math	59	60	62	34	34	34	49	50	50
HSS				26	27	27	48	49	49

\* STAR Program was last administered in 2012-13. 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.

SOURCE: California Department of Education

#### Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	4	5	4
Similar Schools			1

\* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

SOURCE: California Department of Education

#### Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	26.9	30.8	11.5

\* 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.

SOURCE: California Department of Education

#### 2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced	
	Science (grades 5, 8, and 10)	
All Students in the LEA	34	
All Student at the School	46	
Male		
Female	44	
Black or African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic or Latino	35	
Native Hawaiian/Pacific Islander		
White		
Two or More Races		
Socioeconomically Disadvantaged	40	
English Learners		
Students with Disabilities		
Students Receiving Migrant Education Services		

\* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

SOURCE: California Department of Education

#### API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	B	23	-17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			-27
English Learners			
Students with Disabilities			

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

SOURCE: California Department of Education

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Parents are encouraged and expected to be involved in the school. Primary Years Academy requires that families volunteer or participate in school events for a minimum of 15 hours per year. Parents may volunteer in the classroom, assist during field trips, take material home to work on, help monitor during lunch and recess, assist during book fairs, or attend IB parent meetings monthly, PTA meetings monthly, school committee meetings and school evening events. Parents who volunteer on the school grounds must be fingerprinted and have a current TB test. Information on how to obtain these is available in the office. The school informs parents about what they can do to assist the school through teacher letters, school newsletters, PTA flyers, phone messages via Parent Link, and on the school webpage.

Parents are members of the School Site Council/ ELAC Committee and there is an active Parent-Teacher Association.

Parents are invited to their child's classroom when the students' are giving oral presentations. They are invited to quarterly awards assemblies and attendance assemblies as well as several music and performance presentations throughout the year. Parents are invited to the promotion ceremony for the 5th grade students.

The full Parental Involvement Policy document is attached.

The contact person for the 2014-15 school year, is Principal Jean Segura.

### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### School Safety Plan

Primary Years Academy has developed a Positive Behavior Support model for students in common areas such as restrooms, playground, hallways, and the cafeteria. All students have been taught the expected behavior and students are rewarded with "falcon feathers" for demonstrating that behavior. Teachers are assigned yard duty during the morning recesses while the principal, the counselor, the campus security assistant, and parent volunteers monitor the cafeteria and lunch recess. The STEP-Up after school program is monitored by the after school coordinator and the University of the Pacific's Jacoby Center staff. A ratio of 20:1 is maintained for each of the groups in the after school program.

The campus gates are locked until 1:55 when students are released to their parents. The gates are relocked until 3:30 when the after school students begin to be picked up from the afterschool program.

Parents are encouraged to volunteer at the school. All volunteers must have their fingerprints approved and on file at the Stockton Unified School District Police Department and they must have a current TB test on file with the school. Any parent or guardian who is visiting their child's classroom or attending a meeting or awards assembly, must sign in at the main office and wear a visitor badge for the length of time that they are on the campus.

The School Safety Plan for Primary Years Academy was reviewed and discussed during the PYA faculty meeting on November 18, 2014, and at the School Site Council meeting on December 9, 2014. The School Site Council voted to approve the Safety Plan on December 9, 2014.

All students and staff are given opportunities throughout the year to prepare for emergencies. Fire drills are conducted monthly whereas duck and cover drills and lockdown drills are each practiced 4 times a year. The district police department selects a variety of schools to practice whole school evacuations and earthquake drills.

The full document, 2014-15 PYA School Safety Plan, is attached.

### Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	1.9	9.4	4.9
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5.2	11.0	10.1
Expulsions Rate	0.1	0.0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

**SOURCE: California Department of Education**

### 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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

SOURCE: California Department of Education

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement		51
Percent of Schools Currently in Program Improvement		87.9

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.20
Library Media Teacher (Librarian)	.04
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	.15
Speech/Language/Hearing Specialist	.25
Resource Specialist	0
Other	1.0
Average Number of Students per Staff Member	
Academic Counselor	

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

SOURCE: This information is provided by the school district.

SOURCE: California Department of Education

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	26	19	17	0	3	4	2			0		
Gr. 1	25	25	20	0		1	2	2	2	0		
Gr. 2	31	21	21	0	1	1	1	1	2	0		
Gr. 3	21	18	20	1	1	1	0	1	2	0		
Gr. 4	28	24	16	0		1	1	1	1	0		
Gr. 5	20	21	14	1		1	0	1	1	0		

\* 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.

SOURCE: California Department of Education

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,408	\$41,761
Mid-Range Teacher Salary	\$59,951	\$66,895
Highest Teacher Salary	\$75,526	\$86,565
Average Principal Salary (ES)	\$104,770	\$108,011
Average Principal Salary (MS)	\$0	\$113,058
Average Principal Salary (HS)	\$111,283	\$123,217
Superintendent Salary	\$225,000	\$227,183
Percent of District Budget		
Teacher Salaries	36	38
Administrative Salaries	5	5

\* 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/).

SOURCE: California Department of Education

**FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,408	\$475	\$5,933	\$61,730
District	◆	◆	\$4,980	\$61,189
State	◆	◆	\$4,690	\$70,720
Percent Difference: School Site/District			19.1	0.9
Percent Difference: School Site/ State			26.5	-12.7

**SOURCE: Information is provided by the school district and California Department of Education.**

◆ no data required.

**Types of Services Funded at Primary Years Academy of International Education Magnet School**

The following is a list of Federal and State funded programs that may be available to schools in the district:

- Title I Helping Disadvantaged Students Meet Standards
- Title I Homeless
- Title I Migrant Education
- Title II Improving Teacher Quality
- Title III Limited English Proficient Students
- Beginning Teacher Support and Assessment (BTSA)
- Extended Day Programs
- English Language Acquisition Program (ELAP)

**Professional Development provided for Teachers at Primary Years Academy of International Education Magnet School**

The primary staff development focus was on the Common Core State Standards (CCSS) Units of Study developed by SUSD teachers through the Rigorous Curriculum Design Process. The content was selected due to the full implementation of the CCSS in California in 2014-2015 and the related CAASP state assessment to be implemented in spring of 2015.

Professional development in the core standards and units of instruction was initially provided through full day off site professional development training sessions. Two full day sessions were provided in 2013-2014 and two are planned for 2014-2015. Additionally, onsite coaching is provided.

On-going teacher support is provided through site-based ELA and Math coaches, staff PLC collaboration meetings, data team meetings.