

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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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Stockton Unified School District

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District Governing Board

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District Administration

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Superintendent
Mr. Thomas Anderson
**Assistant Superintendent,
Educational Services**

Principals' Message

Primary Years Academy of International Education is an authorized K-5 International Baccalaureate (IB) World School. We are a public school and SUSD Specialty School Program which uses an IB inquiry model of teaching and learning. Our students learn how to question and explore the world around them while gaining the skills necessary to be successful internationally-minded citizens in the 21st century. Students work in an environment which supports their academic, social, and physical needs through a rigorous program of study. Primary Years Academy is a community of students, parents, teachers, and administrators working together as a team.

Vision

Primary Years Academy of International Education (PYA) is a Stockton Unified School District Specialty 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 340 students each academic year, whom 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

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/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	51
Grade 1	53
Grade 2	56
Grade 3	52
Grade 4	52
Grade 5	48
Total Enrollment	312

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	0.6
Asian	3.2
Filipino	5.8
Hispanic or Latino	58
Native Hawaiian or Pacific Islander	0.6
White	18.6
Two or More Races	7.7
Socioeconomically Disadvantaged	50
English Learners	13.5
Students with Disabilities	3.5
Foster Youth	0

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	14-15	15-16	16-17
With Full Credential	11	13	15
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0
Stockton Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Primary Years Academy of	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	1	0

* "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

2015-16 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
This School	100.0	0.0
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
Low-Poverty Schools	0.0	0.0

* 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)

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 16, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	ENGLISH LANGUAGE ARTS K-12 Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8 Math, Algebra I & Geometry Teacher developed Units of Study aligned to Common Core State Standards Adopted in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) Adopted in 2007 CK-12 Earth Science Adopted in 2016 CK-12 Life Science Adopted in 2016 CK-12 Physical Science Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	K-5 Scott Foresman Adopted in 2006 6-8 Glencoe: Discovering Our Past Adopted in 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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: 8/10/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces		X			Multipurpose/ Kitchen: east wall-paint, entrance door-paint
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical		X			boys/girls R/R north: electric hand dryer-not operating, interior doors-paint(custodial)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			boys/girls R/R north: electric hand dryer-not operating, interior doors-paint(custodial) Multipurpose/ Kitchen: east wall-paint, entrance door-paint
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	43	51	24	25	44	48
Math	47	45	18	21	34	36

* 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.

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	46	46	49	31	29	30	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	12	16	34

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	50	49	98.0	49.0
Male	22	21	95.5	52.4
Female	28	28	100.0	46.4
Hispanic or Latino	28	27	96.4	37.0
White	13	13	100.0	46.2
Socioeconomically Disadvantaged	16	16	100.0	37.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	53	53	100.0	50.9
	4	53	50	94.3	48.0
	5	50	49	98.0	53.1
Male	3	17	17	100.0	52.9
	4	21	20	95.2	40.0
	5	22	21	95.5	52.4
Female	3	36	36	100.0	50.0
	4	32	30	93.8	53.3
	5	28	28	100.0	53.6
Hispanic or Latino	3	29	29	100.0	37.9
	4	24	22	91.7	50.0
	5	28	27	96.4	37.0
White	3	11	11	100.0	81.8
	4	12	11	91.7	54.5
	5	13	13	100.0	61.5
Socioeconomically Disadvantaged	3	23	23	100.0	34.8
	4	15	15	100.0	40.0
	5	16	16	100.0	37.5

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. 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.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	53	53	100.0	47.2
	4	53	50	94.3	48.0
	5	50	49	98.0	40.8
Male	3	17	17	100.0	64.7
	4	21	20	95.2	55.0
	5	22	21	95.5	28.6
Female	3	36	36	100.0	38.9
	4	32	30	93.8	43.3
	5	28	28	100.0	50.0

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	29	29	100.0	31.0
	4	24	22	91.7	45.5
	5	28	27	96.4	29.6
White	3	11	11	100.0	81.8
	4	12	11	91.7	54.5
	5	13	13	100.0	38.5
Socioeconomically Disadvantaged	3	23	23	100.0	34.8
	4	15	15	100.0	40.0
	5	16	16	100.0	25.0

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 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. 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.

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 (School Year 2016-17)

Primary Years Academy parents are encouraged and expected to be involved in the school. Families are required to volunteer or participate in school events for a minimum of 15 hours per year. Parents, with authorization, may volunteer in the classroom, assist during field trips, take material home to prep, help monitor during lunch and recess, and assist during book fairs, and other events. Parents are invited to attend monthly IB parent meetings, PTA meetings and events, school committee meetings and Family Nights. Parents who volunteer on the school grounds must be fingerprinted and have a current TB test. Information on how to obtain this authorization 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 School Messenger, and on the school webpage.

Parents are members of the School Site Council and ELPIC (English Learner Parent Involvement) Committees 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 awards 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 2016-17 school year, is Principal Jean Segura.

Parents and community members who wish to become a part of the school community and participate are encouraged to call the school's office.

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 Feather" coupons for demonstrating that behavior. A Falcon Feather prize raffle is held bi-monthly. Teachers are assigned yard duty during the morning recesses and the principal, counselor, 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 8, 2016, and at the School Site Council meeting on November 15, 2016. The School Site Council voted to approve the Safety Plan on November 15, 2016.

All students and staff are given opportunities throughout the year to practice and prepare for emergencies. Teachers, office staff and the Campus Safety Monitor received training on the Emergency Response Plan before school began (August 8, 2016) and in two faculty meetings during the year. 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, 2016-17 PYA School Safety Plan, is attached.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	4.9	1.6	0.9
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	10.1	9.4	9.4
Expulsions Rate	0.1	0.1	0.1
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 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	50	
Percent of Schools Currently in Program Improvement	86.2	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.6
Library Media Teacher (Librarian)	0.04
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.50
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	0.25
Resource Specialist	0.00
Other	0.5
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	17	16	17	4	4	3			0			0
1	20	21	27	1	1	0	2	2	2			0
2	21	19	28	1	1	0	2	2	2			0
3	20	19	26	1	1	0	2	2	2			0
4	16	15	26	1	2	0	1	2	2			0
5	14	14	24	1	1	0	1	1	2			0

Professional Development provided for Teachers

During the 2013-16 school years, professional development was provided to the faculty in the following focus areas:

- The development and revision of International Baccalaureate Units of Inquiry which integrate the priority California Common Core Standards of English language Arts, Science, Social Studies, Math and ELD Standards.
- Project Lead the Way Science curriculum and the Next Generation Science Standards.
- The development of a K-5th grade articulated writing process.
- Professional Learning Communities: How effective collaboration ensures student success.

Professional Development was offered afterschool during paid collaboration time, in release time during the school day as well, and at off-site in conferences. All of the above areas for focus were selected due to the full implementation of the Common Core State Standards in California and the related CAASPP state assessment, as well as the need to adhere to the implementation of a true IB program.

All new PYA teachers and administrators receive initial IB training in their first year here, and every teacher attends IB training at least every other year. In 2015-16, nine teachers, 1 IB coordinator and 1 administrator attended twelve, three day IB trainings, Also, three teachers, 1 administrator and 1 IB coordinator attended a one day regional IB Roundtable. Since 2013, 16 teachers have received 27, three day IB trainings and 8 have attended IB Roundtable workshops.

Additional PD on technology use and programs is provided to all teachers each year after school.

On-going teacher support is provided through the on-site IB Coordinator/Program Specialist, and in vertical and horizontal team PLC collaboration and data team meetings. The district's Technology, Curriculum and Research Offices provide multiple opportunities for teachers to attend after-school or summer workshops.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,226	\$45,092
Mid-Range Teacher Salary	\$64,239	\$71,627
Highest Teacher Salary	\$80,927	\$93,288
Average Principal Salary (ES)	\$107,767	\$115,631
Average Principal Salary (MS)		\$120,915
Average Principal Salary (HS)	\$115,639	\$132,029
Superintendent Salary	\$230,000	\$249,537
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6404.51	410.83	5993.68	70827.69
District	◆	◆	6920.96	\$65,674
State	◆	◆	\$5,677	\$75,837
Percent Difference: School Site/District			-13.4	-8.4
Percent Difference: School Site/ State			6.4	-7.8

* Cells with ◆ do not require data.

Types of Services Funded

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

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 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.