



Primary Years Academy of International Education Magnet School

1540 N. Lincoln Street • Stockton • 209 933-7355 • Grades K-5

Dr. Simone Martinez, Principal

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<https://www.stocktonusd.net/PYA>

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Stockton Unified School District

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Assistant Superintendent of Educational Support Services

Sonjhia Lowery

Assistant Superintendent of Educational Services

School Description

Principal, Dr. Simone Martinez

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. As an International Baccalaureate school, PYA offers an innovative IB approach to curriculum. The IB curriculum focuses on concepts in the following subject areas: Language Arts, Mathematics, Science, Social Studies, Common Core State Standards, plus Art, Music, and an additional language (Spanish) throughout the year. The curriculum is divided into six units of Inquiry, which are designed around universal concepts and student questions. We promote creativity, and encourage artistic expression.

Teachers and staff work together continue the legacy of success established by PYA by building strong relationships with parents, students, and community partners. PYA provides opportunities for students to show that they are inquirers, thinkers, risk-takers and communicators. Students demonstrate that they are knowledgeable, principled, caring, open-minded, well balanced and reflective. These attributes help students develop their awareness of local and global issues. Through the program of study, students channel the acquisition and application of knowledge into community action or service. Students are expected to demonstrate positive attitudes towards people, the environment, and learning. The use of data will drive instruction to provide equitable, consistent, and rigorous implementation of the International Baccalaureate (IB) curriculum.

Vision

In harmony with SUSD and IB philosophies, Primary Years Academy develops, active, caring, and inquiring life long learners who help create a better and more peaceful world through intercultural understanding and respect.

Mission

The mission of Primary Years Academy is to empower compassionate global thinkers that ask questions and take action. Be IB!

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	65
Grade 2	50
Grade 3	52
Grade 4	51
Grade 5	55
Total Enrollment	329

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	7.9
American Indian or Alaska Native	0.9
Asian	3.6
Filipino	3.3
Hispanic or Latino	62.3
Native Hawaiian or Pacific Islander	0.6
White	13.4
Two or More Races	7.9
Socioeconomically Disadvantaged	60.5
English Learners	9.4
Students with Disabilities	4.9
Foster Youth	0.3
Homeless	1.8

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 for Primary Years	17-18	18-19	19-20
With Full Credential	15	17	14
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Stockton Unified	17-18	18-19	19-20
With Full Credential	◆	◆	1475
Without Full Credential	◆	◆	309
Teaching Outside Subject Area of Competence	◆	◆	15

Teacher Misassignments and Vacant Teacher Positions at Primary Years Academy of International Education Magnet School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	1

* 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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Stockton Unified School District is dedicated to providing high quality professional development. A minimum of 3 full days are provided from the district to all sites. Supplemental days are provided by the school sites as opportunities are available.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

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). Here you'll find the names of the textbooks used in our core classes and their dates of publication.

Textbooks and Instructional Materials

Year and month in which data were collected: October 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	K-6 ELA/ELD, Benchmark Advance 7-8 ELA/ELD, Pearson myPerspectives & ELD Companion The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	K-8, Ready Mathematics, Adopted in 2019 Calculus, HM 2006 Statistics, McDougal 2008 K-8 Math, Algebra I & Geometry, Adopted in 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	FOSS (Full Option Science System) K-5 Science, Adopted in 2007 6-8 Science, CK-12 Earth, Life and 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 California Studies Weekly 6-8 California McGraw Hill Impact 6 - World History and Geography: Ancient Civilizations 7 - World History and Geography: Ancient Civilizations: Medieval and Early Modern Times 8 - United States History and Geography: Growth and Conflict Adopted 2017 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Foreign Language	IB Unit of Inquiry The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	IB Unit of Inquiry The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

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, 105-109. During the 2018-2019 school year, Primary Years Academy utilizes 15 of the 15 classrooms and three office spaces.

Stockton Unified takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, we utilize the facility survey instrument developed by the State of California OPSC. The full report is available upon request.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 6/20/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Kitchen: flooring separating. Site shares multipurpose with El Dorado. Multipurpose: flooring bubbled. Site shares multipurpose with El Dorado. rm 28: rips on walls. Westside boys/girls restrooms: paint peeling on ceiling boys & girls restrooms.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	overall: paint poles on playground, refiniish doors.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	59	51	28	31	50	50
Math	47	48	21	21	38	39

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	16.7	20.4	31.5

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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, Part A, Improving Academic Achievement
- Title I Homeless
- Title I Migrant Education
- Title II, Part A, Supporting Effective Instruction
- Title III Limited English Proficient Students
- Title IV, Part A, Student Support and Academic Enrichment Grant
- Teacher Induction Program
- Extended Day Programs

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

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.

**School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	154	153	99.35	50.98
Male	78	77	98.72	53.25
Female	76	76	100.00	48.68
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	100	100	100.00	41.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	20	95.24	80.00
Two or More Races	12	12	100.00	66.67
Socioeconomically Disadvantaged	89	89	100.00	40.45
English Learners	35	35	100.00	40.00
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	154	153	99.35	48.37
Male	78	77	98.72	54.55
Female	76	76	100.00	42.11
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	100	100	100.00	38.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	20	95.24	85.00
Two or More Races	12	12	100.00	83.33
Socioeconomically Disadvantaged	89	89	100.00	38.20
English Learners	35	35	100.00	40.00
Students with Disabilities	--	--	--	--
Homeless	--	--	--	--

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.

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 2019-20)

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 web page.

Parents are members of the School Site Council and ELPAC (English Learner Parent Advisory Committees), the PTA Parent-Teacher Association, International Baccalaureate Policy Committees, and the Safety Committee.

Parents are invited to their child's classroom when the students' are giving oral presentations, attend student led conferences, invited to attend 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 2019-2020 school year is Principal Dr. Simone Martinez

State Priority: School Climate

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

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

School Safety Plan

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 3:00 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 October 1, 2019, and at the School Site Council meeting on October 15, 2019. The School Site Council will vote to approve the Safety Plan on October 15, 2019.

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 (July 30, 2019) 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, 2019-2020 PYA School Safety Plan, is attached.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.7	6.1	3.2
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	7.6	6.9	6.0
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	329.0

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

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	.4
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.3
Other	1.1

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17			2017-18			2018-19			
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	17	7		18	7		17	7		
1	24	1	4	23	1	4	20	1	6	
2	23	1	4	22	1	4	21	1	4	
3	23	1	4	23	1	4	21	1	4	
4	23	1	4	22	1	4	22	1	4	
5	23	1	4	22	1	4	23	1	4	
Other**										

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

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,710	\$48,612
Mid-Range Teacher Salary	\$75,625	\$74,676
Highest Teacher Salary	\$95,270	\$99,791
Average Principal Salary (ES)	\$127,877	\$125,830
Average Principal Salary (MS)	\$0	\$131,167
Average Principal Salary (HS)	\$136,722	\$144,822
Superintendent Salary	\$285,461	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	29%	34%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,104	\$433	\$7,671	\$77,761
District	N/A	N/A	\$6,928	\$75,370.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	10.2	6.4
School Site/ State	-4.3	-3.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.