

Alliance Marc & Eva Stern Math and Science

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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.

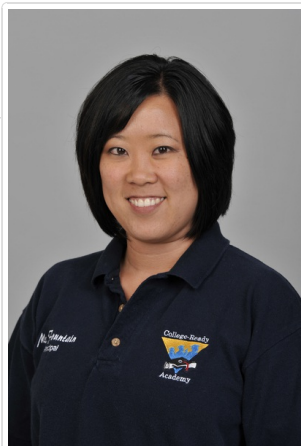
- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the 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 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.



Kirsten Woo, Principal

Principal, Alliance Marc & Eva Stern Math and Science

About Our School

In September 2006, the Marc and Eva Stern Math and Science School (Stern MASS) opened to serve about 200 9th grade students from the East Los Angeles community. Stern MASS is a unique public charter high school collaboration between the Alliance for College-Ready Public Schools (a charter management organization) and California State University, Los Angeles (CSULA). The Los Angeles Unified School District (LAUSD) granted our charter and is responsible for holding our school accountable for its performance. The school is accredited by the Western Association of Schools and Colleges (WASC), has been recognized by US News and World Reports as a Top American High School, and was awarded the California Gold Ribbon School distinction in 2017.

Stern MASS is designed to prepare students from East Los Angeles to be successful in four-year colleges and to be able to pursue doctoral degrees in the science, technology, engineering, and mathematics (STEM) fields. Stern MASS provides a small, personalized learning environment for students that I believe is more effective in preparing students for higher education. Stern MASS uses a mastery learning approach that supports all students to achieve at high levels. Our collaboration with CSULA is advantageous because it provides our students with a college experience while they are still in high school.

School Mission: Stern MASS supports, empowers, and educates traditionally underserved students by providing a well-rounded, academically rigorous, STEM and college-preparatory education, that is rooted in opportunities to become self-advocates and leaders in our community.

Vision: Stern MASS builds the foundation for higher education and cultivates leaders in STEM and in our community.

Our school goals identified through our Local Control Accountability Plan, WASC Action Plan, and Single Plan for Student Achievement remain consistent around the following four areas:

- Goal 1: All students are supported by highly effective teachers, counselors, administrators, and staff.
- Goal 2: Maintain a safe school campus that supports the development of the whole student.
- Goal 3: Increase student achievement through content area curriculum and instructional support.
- Goal 4: Increase preparation for students to be college and career ready.

When Stern MASS was founded in Fall of 2006, the former Stern MASS principal, Dr. Derrick Chau, the current principal, and founding staff, worked to create a school that would provide an environment of both academic excellence and extracurricular opportunities comparable to that of high performing neighboring districts including Alhambra, Monterey Park, South Pasadena, and San Marino. Students in these communities are primarily White or Asian from upper-middle to

upper-class socioeconomic backgrounds with parents who have already earned college degrees. These students know they are expected to go to college and can afford the academic tutoring and enrichment programs necessary to be competitive in the college application process. Because the founding school leaders wanted our students from East Los Angeles to be equally competitive, we established academic and extracurricular programs to make Stern MASS have a large school feel within a small school environment. This model allows teachers, counselors, and administrators to truly focus on the individualized needs of each student. Students can participate in a variety of extracurricular activities that are also found in large comprehensive high schools such as:

California Interscholastic Federation (CIF) Boys Varsity Basketball, Girls Varsity Basketball, Boys Varsity Soccer, Girls Varsity Soccer, Boys Varsity/Junior Varsity Cross Country, Girls Varsity/Junior Varsity Cross Country, Girls Varsity Volleyball, Boys Varsity Volleyball, USA Rugby (in lieu of football), Associated Student Body, National Honor Society, Key Club sponsored by Kiwanis International, Los Angeles Metropolitan Debate League (where students have won the LAMDL league and been invited to compete nationally in Washington, DC), Cheer and Drill Teams which compete in Sharp International.

Stern MASS prides itself with helping our students become college-ready through the following programs available at Stern MASS:

Mastery Learning: At the heart of Mastery Learning is the idea that everyone can learn given the right circumstances because learning is about mastering the standards, and aptitude should not be a gatekeeper to that. Mastery Learning is a research-based instructional strategy that motivates students to become accountable for their own learning. Final grades are based on the student's level of understanding of a concept or demonstration of a skill at the end of a unit or grading period. These include summative assessments, such as tests, quizzes, benchmarks, midterm/final exams, essays, research papers, projects, performances, and presentations. Grades for formative assessments, such as class assignments and homework allow students to practice their understanding or skills and are not usually included in final grades. Students are still required to complete their class assignments and homework because this is an opportunity for them to practice their learning and prepare for summative assessments. Students may use mastery learning opportunities to re-take summative assessments to improve their scores and demonstrate their learning. For each class students have, they may use their mastery learning opportunities a certain number of times. Grades 9 and 10 have two opportunities per semester whereas grade 11 has one per semester and grade 12 has one per year. In order to use the opportunity, students must do the following: (1) complete and submit the summative assessment by the assigned date and time; (2) initiate and have a teacher-student conference within two days of receiving the grade; (3) make a plan with the teacher describing the steps students will take to independently practice the standard(s), including attending teacher office hours; and (4) retake or resubmit the standards by an agreed upon date and time not to exceed 10 calendar days from the teacher-student conference.

Office Hours: All teachers and counselors hold office hours once a week for an hour after school to support students. Office hours are primarily on a drop-in basis, however, teachers do assign mandatory office hours for students receiving a C or lower in their class.

Classroom Technology: Stern MASS transitioned into a Blended Learning for Alliance School Transformation (BLAST) through a 5-year strategic plan. During the first year, teachers were engaged in conversations about increasing technology applications within their classrooms and for students to take ownership in the technology. In the second year, Google Drive was introduced to teachers and counselors because they had to be comfortable with the process in order for them to effectively implement it within their classrooms. Each teacher, counselor, and staff member joined Google Drive and began a system of sharing files. During year three, students in grades 9 through 11 began using Google Drive to submit assignments in some classes and individual iPads were assigned to students for a 1:1 initiative. The principal also created a video blog to discuss our iPad expectations which included weekly videos teachers played during Advisory so that a common message was shared across classes and grade levels and implemented a school-wide online dismissal system that ensures all iPads are returned to advisory teachers at the end of the school day. In that year, the increased the availability of the iPads which allowed all 620 students to receive a personalized device during the school day. Today, Stern MASS is part of the G+ Suite for Education where each student has a school email account and access to Google Drive applications. Class sets of Chromebooks are available in all classrooms to better support students in college and career readiness by allowing them to write essays and also create data tables, graphs, online presentations, videos, and websites.

Access to Honors and Advanced Placement: All students have access to honors or AP classes if they are interested in challenging themselves academically. Each spring, students complete a course request and discuss their next year's classes with their counselor and current teachers. Students receive summer assignments to complete so they understand the rigor required to be successful in these classes. We begin offering honors and AP level courses in grade 10 because many middle schools do not have an honors accelerated curriculum. We believe all ninth graders should have the same academic foundation to prepare them for our expectations for high school success. We currently offer three honors classes in grade 10 and twelve AP classes in grades 10-12.

Access to College Courses: Stern MASS has partnerships with East Los Angeles Community College (ELAC) and California State University, Los Angeles (CSULA) where students are enrolled as college students and earn college and high school credit. ELAC professors within the Engineering and Technologies Department hold an introductory engineering or robotics class each semester on Saturday mornings. This is open to all students and there are no pre-requisite requirements. In years past, a group of 25 seniors have the opportunity to enroll in Conceptual Physics and/or Psychology at CSULA. These students must have a minimum cumulative grade point average of 3.0, at least a "B" in all math and science courses, and completed AP Biology or AP Environmental Science during their junior year. These students apply and are admitted as CSULA students, the courses are taught by CSULA professors, and include both Stern MASS and CSULA students. This opportunity allows Stern MASS students to experience college courses to help them prepare for the level of rigor and expectations needed for college success.

Stern's Concerns: Each semester, the Student Leadership Board hosts Stern's Concerns, which is a forum where students have an opportunity to become self-advocates, creating a culture where students have a voice within their school. In a style very similar to local city council meetings, the SLB President facilitates a dialogue where student class presidents propose initiatives they would like the Principal to consider. In the past, student initiatives have included proposals for a school mascot, having certain restrooms designated as changing areas for PE, and allowing electronic device usage during nutrition and lunch. The audience is then allowed to ask the Principal and Assistant Principals general questions and receive immediate feedback.

Exhibition Night: Each Spring on the last Wednesday of the school year, parents and the community are invited to experience Exhibition Night, a culmination event where students present various topics explaining how the modern world is affected by science, technology, engineering, and mathematics (STEM).

Alliance Mentoring Program (AMP): The Alliance Mentoring Program was originally started at Stern MASS as an opportunity to ensure our graduates were matriculating and receiving the guidance and support needed to navigate their first year of

higher education. Our alumni serve as mentors to seniors accepted to local colleges, including Cal State LA, CSU Northridge, ELAC, and Pasadena City College. Mentors meet with their mentees on a monthly basis and return to Stern MASS at least once a year to share their experiences.

Freshmen College Tour: To introduce students to college, our counselors plan an annual tour to colleges our students are most likely to attend. Students have toured college campuses, including UC Irvine, UC Riverside, CSU Fullerton, Cal Baptist, California Polytechnic University at Pomona, the Pomona Colleges, and USC.

Community Partnerships: In an effort to develop our teacher, counselor, and administrator leaders, several staff members are also involved in outside partnerships. Our partnerships include Teach Plus, Los Angeles Urban Teacher Residency Program, Associated Colleges and Schools-Western Association of Schools and Colleges (ACS-WASC) as visiting committee chairs and visiting committee members, Los Angeles Principal Residency Network, and Cal State LA Charter College of Education. Stern MASS hosts CSULA undergraduate math majors, master's degree students, and teacher credentialing students through the Moebius Scholars Program where students have to complete 100 observation hours of effective math teachers. Stern MASS is also a site for future teachers to complete their student teaching assignment if enrolled at Cal State LA and USC.

Contact

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Los Angeles, CA 90032-4226

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E-mail: kwoo@laalliance.org

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Los Angeles Unified
Phone Number	(213) 241-1000
Superintendent	Austin Beutner
E-mail Address	austin.beutner@lausd.net
Web Site	www.lausd.net

School Contact Information (School Year 2018—19)	
School Name	Alliance Marc & Eva Stern Math and Science
Street	5151 State University Dr., Lot 2
City, State, Zip	Los Angeles, Ca, 90032-4226
Phone Number	323-987-2144
Principal	Kirsten Woo, Principal
E-mail Address	kwoo@laalliance.org
Web Site	http://sternmass.org
County-District-School (CDS) Code	19647330111658

Last updated: 11/29/2018

School Description and Mission Statement (School Year 2018—19)

Alliance Marc & Eva Stern Math and Science is part of a network of independent public charter schools that provide world-class educational services to address the unique needs of each student.

Alliance schools are tuition-free public schools that serve all students including those with special needs. Alliance schools have been recognized as among the best in the nation in preparing students to enter and succeed in college and significantly outperforming neighboring public schools through an educational model based on:

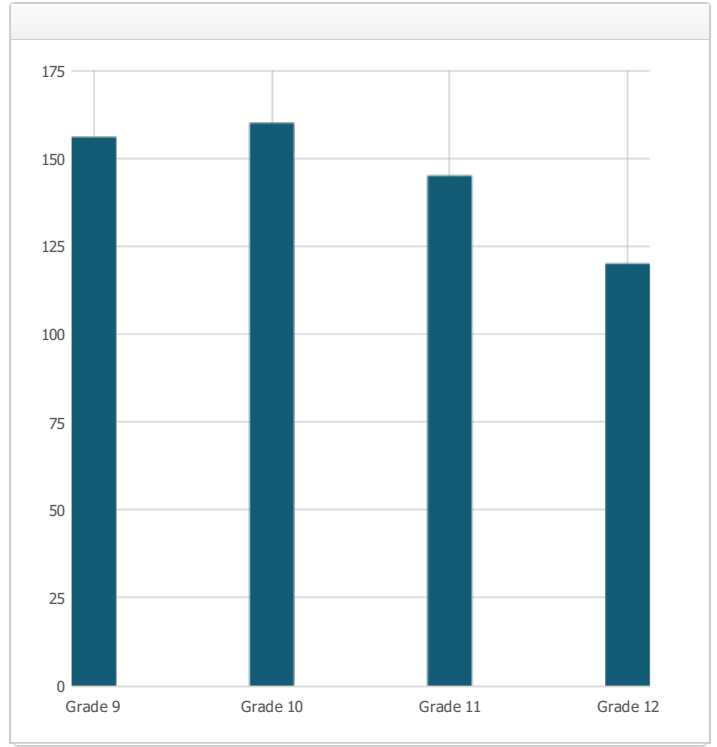
- high expectations for all students
- small and personalized campuses
- longer school year and a longer instructional day
- highly qualified teachers and principals
- parents as partners in their child's educational success

Together the teachers and staff of Alliance Marc & Eva Stern Math and Science are working with our community to create a safe and harmonious school that will prepare our students realize their full potential.

Last updated: 12/18/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 9	156
Grade 10	160
Grade 11	145
Grade 12	120
Total Enrollment	581



Last updated: 11/29/2018

Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	1.2 %
American Indian or Alaska Native	0.2 %
Asian	1.4 %
Filipino	0.2 %
Hispanic or Latino	95.0 %
Native Hawaiian or Pacific Islander	0.2 %
White	1.9 %
Two or More Races	%
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	86.7 %
English Learners	5.2 %
Students with Disabilities	7.2 %
Foster Youth	0.3 %

A. Conditions of Learning

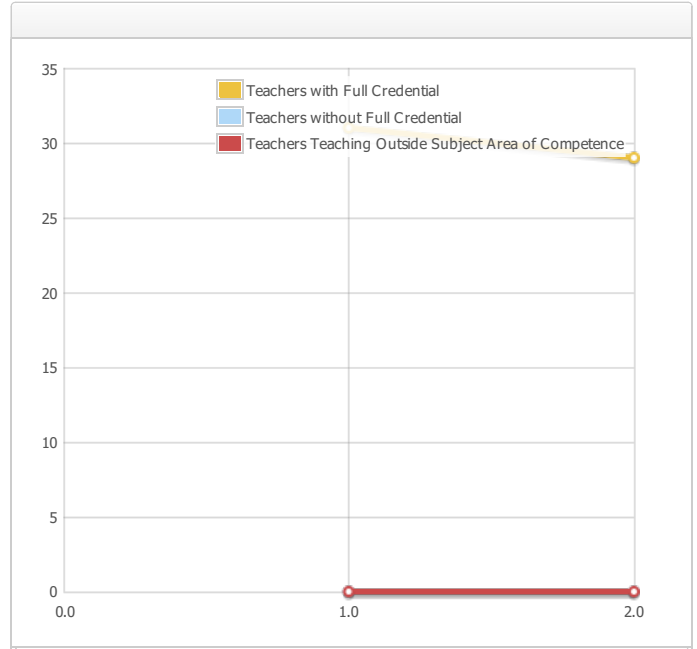
State Priority: Basic

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

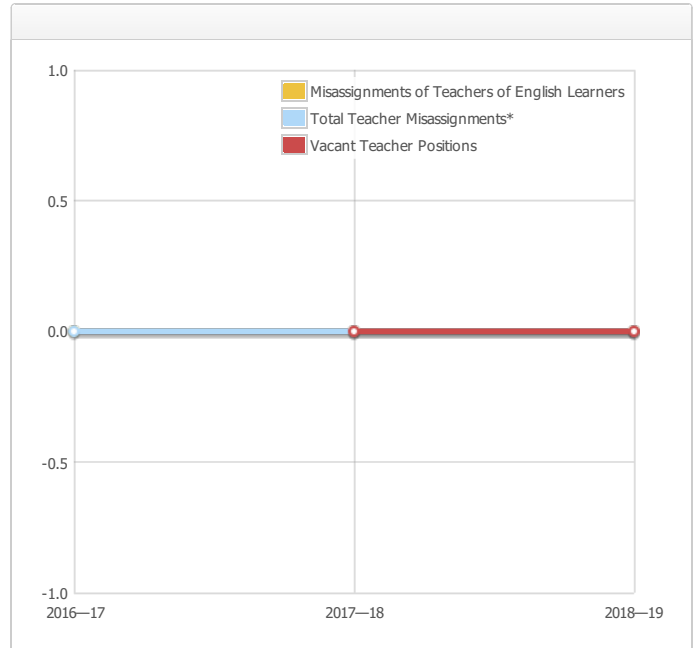
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential		31	29	
Without Full Credential		0	0	
Teachers Teaching Outside Subject Area of Competence (with full credential)		0	0	



Last updated: 11/29/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions		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: 1/8/2019

School Facility Conditions and Planned Improvements

The Facilities Department conducts numerous inspections yearly on school safety and overall general conditions of our campus. These inspections ensure that our facilities are kept safe and clean for students, families and staff.

Last updated: 12/21/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: September 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
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 Facility Rate

Year and month of the most recent FIT report: September 2018

Overall Rating	Good
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Last updated: 11/29/2018

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	74.0%	80.0%	40.0%	43.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	42.0%	41.0%	30.0%	32.0%	37.0%	38.0%

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.

Last updated: 11/29/2018

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	140	140	100.00%	80.00%
Male	68	68	100.00%	77.94%
Female	72	72	100.00%	81.94%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	135	135	100.00%	79.26%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	120	120	100.00%	77.50%
English Learners	16	16	100.00%	43.75%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (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: 11/29/2018

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	140	140	100.00%	40.71%
Male	68	68	100.00%	42.65%
Female	72	72	100.00%	38.89%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	135	135	100.00%	38.52%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	120	120	100.00%	35.00%
English Learners	16	16	100.00%	18.75%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
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: 11/29/2018

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

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Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 11/29/2018

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	96.6%

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 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
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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: 11/29/2018

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 school site

Opportunities for Parental Involvement (School Year 2018—19)

Parental support and involvement are key components in students' academic success and we believe that it is essential for parents to be knowledgeable about preparing their student to enter and complete college. Parents are considered partners in our mission and are encouraged to take an active and meaningful role to ensure the success of the school. Research shows that parent involvement in children's learning positively impacts student achievement. We believe that parent participation is really making a difference and is positively impacting student academic progress and future college success.

We encourage all parents, legal guardians, and adult family members to become actively involved by in the school's educational program. Their time, talent and enthusiasm are an integral part of the day-to-day functioning of the school and the overall academic development of their student.

There are a number of ways parents and guardians may get involved and demonstrate their commitment at school and at home. School support activities include office support, campus and field trip supervision, including taking on leadership roles on school committees and creating parent support groups. Parents also provide regular feedback and take part in decision-making through their participation in school governance and LCAP stakeholder engagement meetings. Academic support activities include weekly and/or monthly Saturday parent workshop and parent-teacher conference participation, along with classroom and tutoring support.

State Priority: Pupil Engagement

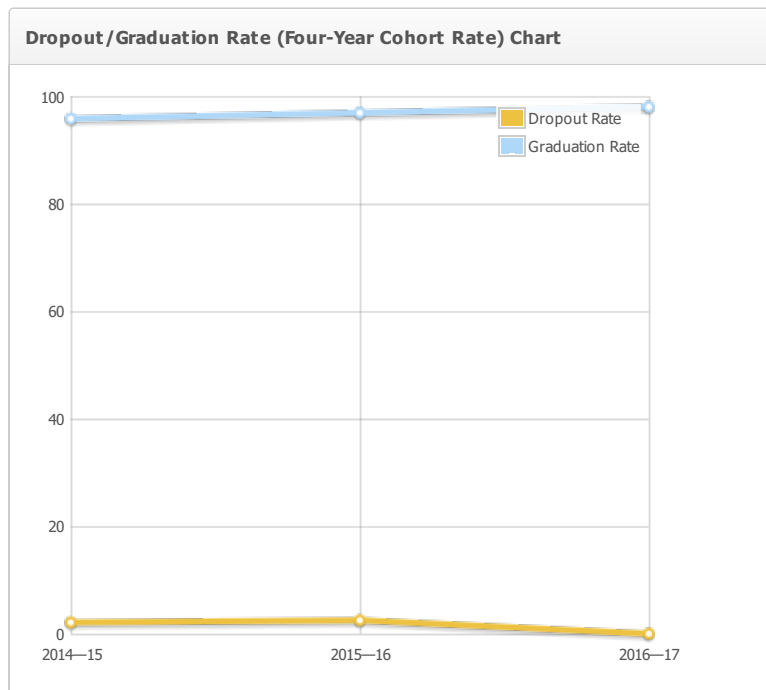
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	2.1%	2.5%	16.7%	13.7%	10.7%	9.7%
Graduation Rate	95.8%	96.9%	72.2%	77.3%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	0.0%	10.8%	9.1%
Graduation Rate	98.0%	79.7%	82.7%



For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 11/29/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	98.0%	88.5%	88.7%
Black or African American	100.0%	85.3%	82.2%
American Indian or Alaska Native	100.0%	79.8%	82.8%
Asian	100.0%	91.6%	94.9%
Filipino	100.0%	90.8%	93.5%
Hispanic or Latino	97.9%	88.9%	86.5%
Native Hawaiian or Pacific Islander	0.0%	93.1%	88.6%
White	100.0%	87.8%	92.1%
Two or More Races	0.0%	89.5%	91.2%
Socioeconomically Disadvantaged	100.0%	86.8%	88.6%
English Learners	14.3%	43.1%	56.7%
Students with Disabilities	100.0%	61.6%	67.1%
Foster Youth	0.0%	84.7%	74.1%

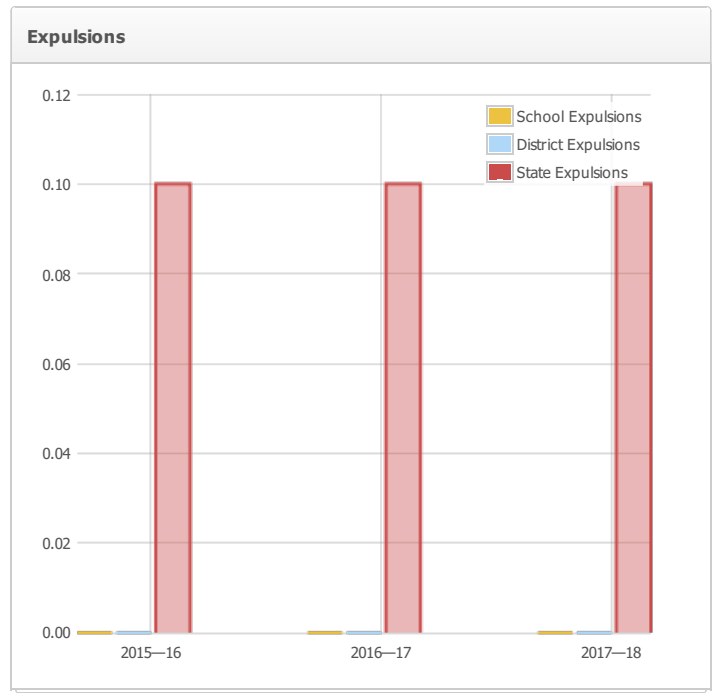
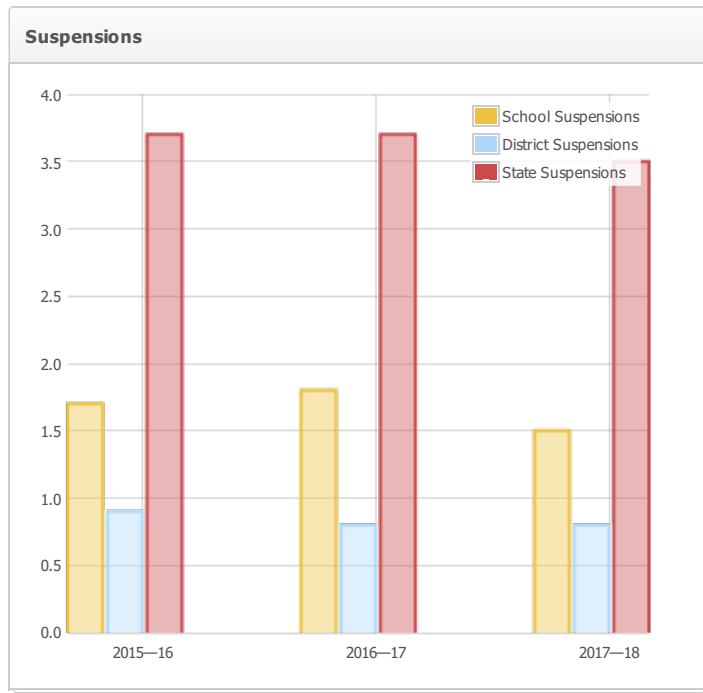
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	1.7%	1.8%	1.5%	0.9%	0.8%	0.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 11/29/2018

School Safety Plan (School Year 2018—19)

The School Safety Plan covers - policies and expectations regarding the practices at the school in maintaining the safety and security of students, staff members and the physical campus, responding appropriately to emergencies, and creating a safe and orderly environment that is conducive to learning. The Plan is reviewed and updated annually and school employees are trained annually as well.

Last updated: 11/29/2018

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) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
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.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	26.0	5	20	
Mathematics	24.0	11	17	1
Science	29.0	5	12	8
Social Science	27.0	3	10	4

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	10	16	
Mathematics	23.0	10	18	1
Science	28.0	4	16	5
Social Science	26.0	6	9	3

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0	7	16	1
Mathematics	23.0	13	14	2
Science	30.0	3	11	10
Social Science	25.0	7	9	2

* 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.

Last updated: 11/29/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	4.0	
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 11/29/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$14413.6	\$2542.4	\$11871.2	\$72426.1
District	N/A	N/A	--	\$75094.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 11/29/2018

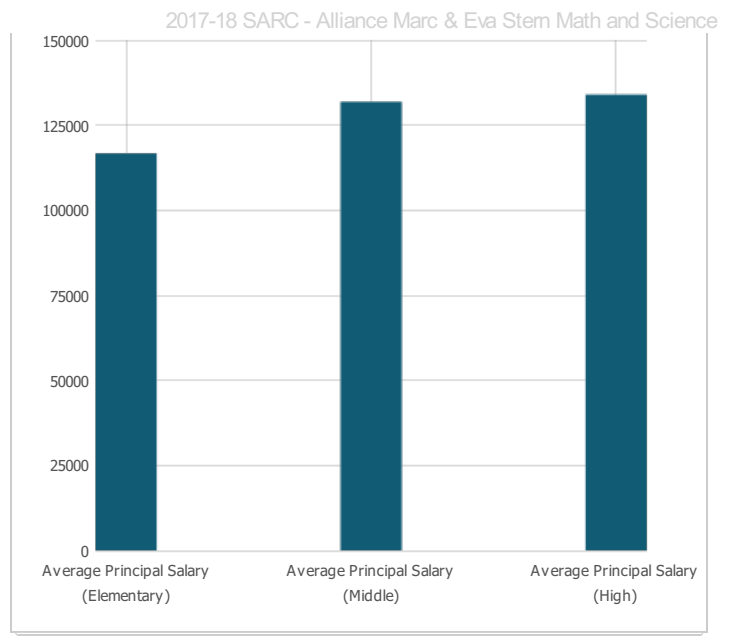
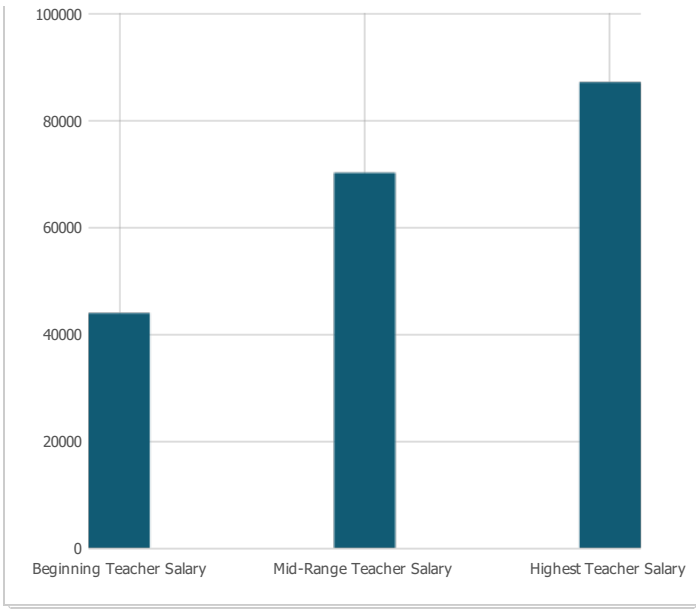
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,913	\$47,903
Mid-Range Teacher Salary	\$70,141	\$74,481
Highest Teacher Salary	\$87,085	\$98,269
Average Principal Salary (Elementary)	\$116,726	\$123,495
Average Principal Salary (Middle)	\$131,879	\$129,482
Average Principal Salary (High)	\$133,989	\$142,414
Superintendent Salary	\$350,000	\$271,429
Percent of Budget for Teacher Salaries	31.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Last updated: 11/29/2018

Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	4	N/A
Fine and Performing Arts	0	N/A
Foreign Language	6	N/A
Mathematics	4	N/A
Science	3	N/A
Social Science	4	N/A
All Courses	21	41.1%

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

*Where there are student course enrollments of at least one student.

Last updated: 11/29/2018

Professional Development

Professional development is a cornerstone for continual professional growth for all Stern MASS employees. Teachers participate in a 5-day professional development seminar prior to the beginning of the school year. Teachers analyze student achievement data and identify student growth needs and interests. Teachers are observed through classroom observations by supporting administrators and receive ongoing coaching for continual improvement. Beginning the 2017-2018 school year, professional development has focused around formative and summative assessment practices. Administrators also receive monthly professional development to support leadership growth focused on instructional and organizational management leadership. Counselors receive quarterly professional development about current college trends and how better to support students through the college application and matriculation process. School operations personnel also attend workshops with topics focused around current trends and best practices involving school attendance, meal services, parent engagement, informational technology, and facilities maintenance.

Last updated: 11/29/2018