Nystrom Elementary School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16

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 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.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Nystrom Elementary School
Street	230 Harbour Way South
City, State, Zip	Richmond, CA 94804-2428
Phone Number	(510) 231-1406
Principal	James Allardice
E-mail Address	jallardice@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1143
Grades Served	K-6
CDS Code	07-61796-6004881

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

At Nystrom Elementary School we strive to provide rigorous, engaging, Common Core-aligned instruction that lays the foundation for all students to be successful for college and career endeavors. We will support children in achieving their personal best and caring for the whole child; meaning their academic and social-emotional needs. We will continuously work to develop a growth mindset in students and staff, and aim to create a positive school community built on respect and high expectations. As a staff we will model supportive and respectful interactions for our kids and collaborate to improve the outcomes for our students. We will engage with families as trusted partners in students' education and to ensure they are empowered in the school's decision-making process.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	104
Grade 1	76
Grade 2	78
Grade 3	74
Grade 4	61
Grade 5	63
Grade 6	49
Total Enrollment	505

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	19
Asian	0.6
Filipino	0.4
Hispanic or Latino	75.6
Native Hawaiian or Pacific Islander	1.4
White	1.6
Two or More Races	0.8
Socioeconomically Disadvantaged	90.7
English Learners	64.8
Students with Disabilities	8.1
Foster Youth	0.4

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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	19	20	19	19
Without Full Credential	1	2	5	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.5	4.6
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

Note: 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 2015-16)

Year and month in which data were collected: August 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6)	Yes	0%
Mathematics	Every Day Mathematics (Grades K-5) Wright Group/Macmillan-McGraw Hill	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Scott Foresman Science Textbook (K-5) Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: Macmillan/McGraw Hill California Vistas	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Nystrom was constructed in 1942, 1948, 1949 and 1953. Nystrom Elementary is scheduled for reconstruction using Measure J funds. Timeline has yet to be determined. Effective January 2009, Leadership High School was co-located on the Nystrom site.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Check all vents that they are working correctly for the a/c
Interior: Interior Surfaces			X	Replace ceiling tiles to grid; Repair rubber bases; Repair floor tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		Replace lights; Light fixtures out; Rpair floor plugs;
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Replace seat cover dispenser-girls RR mpr; Repair water faucet at sink MPR
Safety: Fire Safety, Hazardous Materials	X			Tighten loose fire extinguisher bracket
Structural: Structural Damage, Roofs		X		Repair skirt screen; Secure the bookcase in front of room-bookroom
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Repair the asphalt at the corner of the MPR; Repair loose door locks; Repair/paint ramp handrail

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2015				
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], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	8	32	44
Mathematics	3	22	33

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.

CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	73	69	94.5	75	20	4	0
	4	60	56	93.3	80	13	7	0
	5	59	55	93.2	75	18	4	2
	6	49	44	89.8	39	36	16	2
Male	3		36	49.3	78	17	6	0
	4		30	50.0	87	3	10	0
	5		28	47.5	79	11	7	0
	6		16	32.7	56	31	6	6
Female	3		33	45.2	73	24	3	0
	4		26	43.3	73	23	4	0
	5		27	45.8	70	26	0	4
	6		28	57.1	29	39	21	0
Black or African American	3		17	23.3	82	12	6	0
	4		11	18.3	91	9	0	0
	5		12	20.3	67	33	0	0
	6		5	10.2	--	--	--	--
Hispanic or Latino	3		50	68.5	72	24	4	0
	4		43	71.7	77	14	9	0
	5		42	71.2	79	12	5	2
	6		36	73.5	33	39	17	3
Native Hawaiian or Pacific Islander	3		1	1.4	--	--	--	--
	4		1	1.7	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		1	2.0	--	--	--	--
White	**3**		1	1.4	--	--	--	--
	6		1	2.0	--	--	--	--
Two or More Races	**4**		1	1.7	--	--	--	--
	5		1	1.7	--	--	--	--
	6		1	2.0	--	--	--	--
Socioeconomically Disadvantaged	**3**		67	91.8	75	21	4	0
	4		53	88.3	81	11	8	0
	5		54	91.5	74	19	4	2
	6		39	79.6	44	31	15	3
English Learners	**3**		48	65.8	73	23	4	0
	4		35	58.3	80	14	6	0
	5		37	62.7	84	11	3	0
	6		21	42.9	43	43	5	0
Students with Disabilities	**3**		6	8.2	--	--	--	--
	4		4	6.7	--	--	--	--
	5		4	6.8	--	--	--	--
	6		4	8.2	--	--	--	--
Foster Youth	**3**		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	**3**	73	71	97.3	76	11	7	0
	4	60	58	96.7	64	29	2	0
	6	49	45	91.8	67	20	2	0
Male	**3**		38	52.1	71	11	8	0
	4		32	53.3	63	31	3	0
	6		17	34.7	59	18	6	0
Female	**3**		33	45.2	82	12	6	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		26	43.3	65	27	0	0
	6		28	57.1	71	21	0	0
Black or African American	**3**		18	24.7	78	6	6	0
	4		12	20.0	67	17	8	0
	6		5	10.2	--	--	--	--
Hispanic or Latino	**3**		51	69.9	76	12	8	0
	4		44	73.3	61	34	0	0
	6		37	75.5	70	19	3	0
Native Hawaiian or Pacific Islander	**3**		1	1.4	--	--	--	--
	4		1	1.7	--	--	--	--
	6		1	2.0	--	--	--	--
White	**3**		1	1.4	--	--	--	--
	6		1	2.0	--	--	--	--
Two or More Races	**4**		1	1.7	--	--	--	--
	6		1	2.0	--	--	--	--
Socioeconomically Disadvantaged	**3**		68	93.2	76	12	7	0
	4		55	91.7	64	31	2	0
	6		40	81.6	73	15	3	0
English Learners	**3**		49	67.1	76	12	8	0
	4		36	60.0	69	25	0	0
	6		22	44.9	82	9	0	0
Students with Disabilities	**3**		6	8.2	--	--	--	--
	4		4	6.7	--	--	--	--
	6		4	8.2	--	--	--	--
Foster Youth	**3**		--	--	--	--	--	--
	4		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	13	10	9	46	48	46	59	60	56

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

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	9
Male	10
Female	7
Black or African American	0
Hispanic or Latino	11
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	8
Students with Disabilities	9
Foster Youth	--

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

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	23.70	15.30	22.00

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.

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 (Most Recent Year)

Nystrom provides parent-training classes and has the following parent involvement opportunities:
- Family Literacy Night/Reading to our children
- Volunteering in classrooms and school events

English Language Advisory Committee (ELAC): The ELAC discusses issues relevant to English Language Learners. This committee is an advisory board to the principal and School Site Council.

School Site Council (SSC): The role of the SSC is to give parents, faculty and staff the opportunity to collaborate, give input, and make crucial decisions that promote and benefit student learning and achievement school-wide. Every School Site Council must be composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). The SSC's primary responsibility is to develop, implement, revise, and monitor the Single Plan for Student Achievement.

The stakeholders above continue to play a significant role in supporting your Nystrom staff, students and community.

Contact Information for Parental Involvement
Staff Community Engagement Office - 510-307-4526

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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	10.59	8.81	4.79	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The staff reviews the safety plan yearly, and every staff member is given an assigned role. Staff is trained on the Readiness and Emergency Management System (REMS). The principal leads the incident command team, and other key staff is assigned leadership roles. Drills (fire, shelter in place, lock-down, and earthquake) are practiced with students and staff regularly so that we will be prepared in the event of an emergency or natural disaster. Supervision begins at 8:00 a.m. Students who are not in after school programs are directed to go straight home immediately after school. Visitors sign in at the office and wear badges while on campus.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	No	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	1998-1999	2004-2005
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	25		3		25		4		21	2	3	
1	29		2		24		2		19	3	1	
2	27		3		25		3		20	3	1	
3	28		2		22	1	2		25		3	
4	31		2		30		2		31		2	
5	29		1		27		2		32		1	1
6	31		2	1	24		2		25		2	
Other					26		2					

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.10	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.70	N/A
Resource Specialist	1.00	N/A
Other	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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$7381.09	$5233.59	$2147.50	$45377.82
District	N/A	N/A	$9628.10	$56383.71
Percent Difference: School Site and District	N/A	N/A	-77.7	-19.5
State	N/A	N/A	$5,348	$72,971
Percent Difference: School Site and State	N/A	N/A	-59.8	-37.8

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

Types of Services Funded (Fiscal Year 2014-15)

Program services available at Nystrom:
ESEA-Title I
Economic Impact Aid
21st Century CCLC
Special Ed-E
Gifted & Talented Ed-E
Parent Center-E

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$37,572	$43,165
Mid-Range Teacher Salary	$57,903	$68,574
Highest Teacher Salary	$77,623	$89,146
Average Principal Salary (Elementary)	$88,724	$111,129
Average Principal Salary (Middle)	$94,047	$116,569
Average Principal Salary (High)	$105,032	$127,448
Superintendent Salary	$227,250	$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

During 2015-16 Nystrom teachers will be focusing on the following site and district based Professional Development:

- Math Coaching Initiative Training with Phil Gonzalves and Drew Cravin (site level)
- District Professional Development-Pizza and Planning (Math and Language Arts, ELD, and host of other topics to promote student efficacy)
- ELD/ALD Standard Based Instruction
- Growth Mindset/Efficacy
- Data Driven Instruction

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. The principals, in turn, provide support to teachers through academic conferences, opportunities for collaborative study and planning, Common Sense Media, Title II collaboration, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.