

Nystrom Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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.

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.

About This School

Contact Information (School Year 2016-17)

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	www.wccusd.net/Page/1143
CDS Code	07-61796-6004881

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (School Year 2016-17)

At Nystrom Elementary School we strive to provide rigorous, engaging, Common Core-aligned instruction that lays the foundation for all students to be successful in college and career endeavors. We will support children in developing academic proficiency and strong character. We will continuously work to develop a “work hard, get smart” mindset in our students and staff and aim to create a positive school community based on the Efficacy model.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	90
Grade 1	84
Grade 2	70
Grade 3	74
Grade 4	66
Grade 5	52
Grade 6	51
Total Enrollment	487

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	19.7
American Indian or Alaska Native	0
Asian	1
Filipino	0.6
Hispanic or Latino	73.1
Native Hawaiian or Pacific Islander	2.7
White	1.4
Two or More Races	1
Socioeconomically Disadvantaged	95.1
English Learners	66.1
Students with Disabilities	6.8
Foster Youth	0.6

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	20	19	19	19
Without Full Credential	2	5	3	3
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	95.0	5.0
All Schools in District	93.7	6.3
High-Poverty Schools in District	93.5	6.5
Low-Poverty Schools in District	97.2	2.8

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 2016-17)

Year and month in which data were collected: November 2016

Subject	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 (TK-6) / 2012	Yes	0%
Mathematics	McGraw-Hill, My Math (TK-5) / 2016 Macmillan-McGraw Hill, Everyday Math (gr 6) / 2008 or McGraw Hill, Math Course 1 (gr 6) / 2016	Yes	0%
Science	Scott Foresman, Science (K-6) / 2008	Yes	0%
History-Social Science	Macmillan/McGraw Hill, California Vistas (gr K-6) / 2007	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.

2016 FIT inspection covered the MPR, cafeteria, library, and new campus, not the temporary portables.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: July 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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical			X	Lights are out in the cafeteria.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs		X		Sheetrock is deteriorating on the posts facing the play yard.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Replace entrance mats with larger ones at the front entrance.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: July 2016				
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

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	8	13	33	35	44	48
Mathematics	3	4	23	25	34	36

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	73	73	100.0	5.5
	4	65	64	98.5	14.1
	5	54	51	94.4	12.0
	6	54	52	96.3	21.1
Male	3	41	41	100.0	4.9
	4	37	36	97.3	5.6
	5	27	26	96.3	12.0
	6	26	24	92.3	25.0
Female	3	32	32	100.0	6.3
	4	28	28	100.0	25.0
	5	27	25	92.6	12.0
	6	28	28	100.0	17.9
Black or African American	3	12	12	100.0	16.7
	4	14	14	100.0	21.4
	5	--	--	--	--
	6	13	12	92.3	16.7
Asian	3	--	--	--	--
	5	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	54	54	100.0	3.7
	4	47	47	100.0	8.5
	5	37	37	100.0	13.9
	6	39	38	97.4	21.1
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	4	--	--	--	--
	6	--	--	--	--
Two or More Races	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	70	70	100.0	5.7
	4	61	60	98.4	11.7
	5	51	50	98.0	10.2
	6	52	50	96.2	18.0
English Learners	3	43	43	100.0	
	4	40	39	97.5	7.7
	5	25	24	96.0	4.3
	6	28	27	96.4	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 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.

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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	73	73	100.0	4.1
	4	65	65	100.0	4.6
	5	54	52	96.3	
	6	54	53	98.2	5.8
Male	3	41	41	100.0	2.4
	4	37	37	100.0	2.7
	5	27	27	100.0	
	6	26	25	96.2	8.3
Female	3	32	32	100.0	6.3
	4	28	28	100.0	7.1
	5	27	25	92.6	
	6	28	28	100.0	3.6
Black or African American	3	12	12	100.0	
	4	14	14	100.0	7.1
	5	--	--	--	--
	6	13	12	92.3	
Asian	3	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	3	54	54	100.0	5.6
	4	47	47	100.0	2.1
	5	37	37	100.0	
	6	39	39	100.0	5.3
Native Hawaiian or Pacific Islander	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
White	4	--	--	--	--
	6	--	--	--	--
Two or More Races	3	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Socioeconomically Disadvantaged	3	70	70	100.0	4.3
	4	61	61	100.0	3.3
	5	51	51	100.0	
	6	52	51	98.1	2.0
English Learners	3	43	43	100.0	2.3
	4	40	40	100.0	2.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	5	25	25	100.0	
	6	28	28	100.0	
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 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.

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.

CAASPP Test Results in Science for All Students

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	10	9	8	48	46	40	60	56	54

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

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	54	50	92.6	8.0
Male	27	27	100.0	7.4
Female	27	23	85.2	8.7
Hispanic or Latino	37	35	94.6	11.4
Socioeconomically Disadvantaged	51	49	96.1	8.2
English Learners	25	23	92.0	

Note: 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.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	13	21.7	30.4

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 (School Year 2016-17)

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
- Parent classes by Latina Center
- Parent University

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 - 510-231-1406

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	8.8	4.8	3.5	6.6	6.2	6.3	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

Approved January 2015 by Elizabeth MontesNation - Coordinator, Disaster Preparedness and Safety

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.

Federal Intervention Program (School Year 2016-17)

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	20
Percent of Schools Currently in Program Improvement	N/A	71.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14			2014-15			2015-16					
	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		4		21	2	3		23		4	
1	24		2		19	3	1		22		4	
2	25		3		20	3	1		23		3	
3	22	1	2		25		3		25		3	
4	30		2		31		2		32		2	
5	27		2		32		1	1	26		2	
6	24		2		25		2		26		2	
Other	26		2									

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 2015-16)

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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	5813.11	1819.59	3993.53	52944.08
District	N/A	N/A	6412.40	65071.41
Percent Difference: School Site and District	N/A	N/A	-37.7	-18.6
State	N/A	N/A	\$5,677	\$75,837
Percent Difference: School Site and State	N/A	N/A	-29.7	-30.2

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

Types of Services Funded (Fiscal Year 2015-16)

Program services available at Nystrom School include:

- CENTRAL SUPPLEMENTAL/CONCENTRATION
- IASA-TITLE I BASIC
- HEALTHY START-ASLSNPP
- SPECIAL ED - E
- MRAD
- IRENE SCULLY FAMILY FOUNDATION
- SITE SUPPLEMENTAL/CONCENTRATION

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$38,699	\$45,092
Mid-Range Teacher Salary	\$59,640	\$71,627
Highest Teacher Salary	\$79,951	\$93,288
Average Principal Salary (Elementary)	\$91,385	\$115,631
Average Principal Salary (Middle)	\$96,869	\$120,915
Average Principal Salary (High)	\$108,183	\$132,029
Superintendent Salary	\$231,795	\$249,537
Percent of Budget for Teacher Salaries	31%	37%
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 2016-17 Nystrom's primary foci is Efficacy and Math. We have focused on these two areas because, after reviewing data and case studies, we believe that building adult and student efficacy will increase student achievement and because math was our lowest achievement content area on the SBAC.

Efficacy:

- Partner with the Efficacy Institute to receive Professional Development in implementing the Mission-Mindset-Method model at Nystrom. Partnership includes whole staff training, PD for Instructional Leadership Team, and site-based leaders.
- Efficacy Professional Learning Community (PLC) for administrators
- Book study with partner school
- On-going PD focused on implementing efficacy and growth mindset methods in the classroom.

Math:

- Site-based math coach provides on-going and regular coaching and feedback for targeted grade levels.
- Regular professional development for entire staff on CCSS-best practices, including multiple methods, implementing new math curriculum, data analysis training, etc.
- Increased number of professional developments through optional PDs for staff.
- Regular data-analysis meetings with grade level teams to review common assessment data and create action plans.
- Grade level planning days each trimester for grade levels to review data and develop an action plan.

Additionally, teachers have access to a wide range of Professional Developments through the district.