

Nystrom Elementary School

School Accountability Report Card

Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

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
Phone Number	(510) 231-1406
Principal	LaDonna Williams
E-mail Address	lpwilliams@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1143
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)

Nystrom is a Title I Urban Public Elementary School in WCCUSD. We are a Program Improvement School that is working diligently to improve our academic performance. Our significant subgroups are as follows: (1) Latino ,75% and (2) African American, 24.1%. In recent years, our African American subgroup made a 126 point gain in their API. Prior to this gain, our African Americans have made stagnant gains. In addition, our Latino and ELL subgroups continue to make proficiency gains on an annual basis.

For the 2010-2011 school year, Nystrom Elementary made a 41 point gain on the California Standardized Test. Our students also met all the API targets. Although our scores have dropped slightly, we are still working to ensure that all students learn and have the opportunity to attain academic success. Our school is currently a focus school that has implemented an improvement plan to address three major areas of focus: Teacher Efficacy/Academic Achievement, Stakeholder Involvement, and Social/Emotional Needs. As a staff, we have made significant changes to our instructional schedule and are blocking for RTI and ELD offering intervention to our lowest level students. Our school climate has been enhanced significantly with the implementation of a new bell schedule and the presense of Playworks to promote leadership and safe play. Nystrom is a school that is changing and moving in a positive direction. Instituting new programs such as Mindful Life project, BEST(Building Effective Schools Together) an incentive based program that promotes school wide discipline plans based on clear goals and expectations. Students are rewarded for exhibiting positive behavior. The implementation of Student Council has definately raised the level of excitement about school. As a staff we plan to continue to meet the diverse needs of our students; which in turn will ensure that all of our students will continue to make significant gains towards proficiency in all core academic areas.

At Nystrom Elementary, we believe that all students can learn and are excited about the growth we are seeing in students as we introduce the California Treasures RLA adoption and the implementation of the Common Core State Standards.

Our ultimate goal is to implement an equitable standards based program that will move all of our students to proficient and advanced levels in the core academic areas: Language Arts, Mathematics, Writing, Science, and Social Science. Most importantly we are committed to providing an academic environment that prepares students to compete in the local and global economy.

Student Enrollment by Grade Level (School Year 2013-14)

Grade Level	Number of Students
Kindergarten	100
Grade 1	97
Grade 2	77
Grade 3	65
Grade 4	60
Grade 5	54
Grade 6	47
Total Enrollment	500

Student Enrollment by Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	21.4
American Indian or Alaska Native	0.0
Asian	0.6
Filipino	0.6
Hispanic or Latino	74.8
Native Hawaiian or Pacific Islander	1.0
White	0.6
Two or More Races	1.0
Socioeconomically Disadvantaged	96.6
English Learners	61.6
Students with Disabilities	7.4

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
	2012-13	2013-14	2014-15	2014-15
With Full Credential	20	19	20	20
Without Full Credential	0	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
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 2013-14)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
All Schools in District	95.82	4.18
High-Poverty Schools in District	95.70	4.30
Low-Poverty Schools in District	99.07	0.93

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 2014-15)

Year and month in which data were collected:

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) Prentice Hall Copper 6th Grade	Yes	0%
Mathematics	Every Day Mathematics (Grades K-5) Wright Group/Macmillan-McGraw Hill	Yes	0%
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 colocated 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 2014				
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]	[]	Repair floor tiles and adjust ceiling tiles to grid (work orders submitted)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[X]	[]	Remove graffiti and wash down walls (work complete)
Electrical: Electrical	[]	[]	[X]	Repair light fixtures and broken plugs (work orders submitted)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[X]	[]	Clean the walls in the restrooms and repair sink push buttons (all work complete)
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[X]	[]	Adjust door closers and repair broken door handles (all work complete)

Overall Facility Rating (Most Recent Year)

Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[X]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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 / Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	18	14	11	45	47	49	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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 Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	49
All Student at the School	11
Male	10
Female	12
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	14
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	11
English Learners	5
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. 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.

Standardized Testing and Reporting Results for All Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	23	26	20	41	43	42	54	56	55
Mathematics	37	38	25	37	38	38	49	50	50
History-Social Science				28	30	32	48	49	49

Note: STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks (Three-Year Comparison)

API Rank	2010-11	2011-12	2012-13
Statewide	1	1	1
Similar Schools	2	3	1

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Academic Performance Index Growth by Student Group (Three-Year Comparison)

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School		8	-48
Black or African American	62	1	-61
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	26	6	-47
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	40	9	-48
English Learners	16	14	-43
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

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 English, mathematics, and physical education.

California Physical Fitness Test Results (School Year 2013-14)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	33.3		

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
- Nystrom Parents United Club (NPU)
- Helping with classroom projects
- Volunteering in classrooms and school events
- Helping with fundraising events.

ENGLISH LEARNER 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. We meet the first Friday of each month.

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.

Nystrom Parents United (NPU): NPU is a parent club that has been organized to inform parents about Nystrom's academic program, update events, and resources that are available to them and their children. NPU gives parents the opportunity to also address their concerns they have about the school and to give suggestions on how our school can improve for our students.

Nystrom also partners with the following Community Based Organizations, Sister Schools and Local Business: Mindful Life Project, NPU, Sims Metal, Building Blocks for Kids Collaborative, Santa Fe Neighbors Association, NURVE, Playworks and Coyote Creek Elementary(Sister School)

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

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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	3.3	10.6	8.8	10.8	10.2	6.6	5.7	5.1	4.4
Expulsions	0.0	0.0	0.0	0.2	0.0	0.0	0.1	0.1	0.1

Note: The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

School Safety Plan (Most Recent Year)

The staff reviews the safety plan yearly, and every staff member is given an assigned role. Staff are trained on the Standard Emergency Management System (SEMS). The principal leads the incident command team, and other key staff are assigned leadership roles. Drills(fire, shelter in place, lockdown, 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 2013-14)

AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		

Federal Intervention Program (School Year 2014-15)

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	---	23
Percent of Schools Currently in Program Improvement	---	82.1

Note: Cells with "---" do not require data.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12				2012-13				2013-14			
	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	19.3	4	0	0	25		3		20	1	4	
1	18.8	4	0	0	19	2	2		24		4	
2	20	3	0	0	21	1	2		19	1	3	
3	18	3	0	0	28		2		22	1	2	
4	19.3	3	0	0	31		2		30		2	
5	20.7	3	0	0	16	2	1		27		2	
6	21.5	2	0	0	25	1	1	1	24		2	
Other												

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 2013-14)

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

Note: Cells with "---" 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 2012-13)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,073.20	\$2,054.81	\$5,018.39	\$58,920.65
District	---	---	\$5,547.14	\$57,253
Percent Difference: School Site and District	---	---	-9.5	6.9
State	---	---	\$4,690	\$70,720
Percent Difference: School Site and State	---	---	-9.4	-15.5

Note: Cells with "---" do not require data.

Types of Services Funded (Fiscal Year 2013-14)

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 2012-13)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$36,777	\$41,761
Mid-Range Teacher Salary	\$56,678	\$66,895
Highest Teacher Salary	\$75,980	\$86,565
Average Principal Salary (Elementary)	\$87,412	\$108,011
Average Principal Salary (Middle)	\$92,657	\$113,058
Average Principal Salary (High)	\$103,480	\$123,217
Superintendent Salary	\$227,250	\$227,183
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

During 2014-2015 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
- QEIA Professional Development
- California Common Core State Standards
- ELD/ALD Standard Based Instruction
- Analysing Student Data to Drive Instruction
- Accelerated Reader Training to raise reading levels for students 1-3 grade levels below
- Improve the Academic Achievement of all students

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, Gifted and Talented Education (GATE), 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.