

Nystrom Elementary

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

About This School

Contact Information (School Year 2018–19)

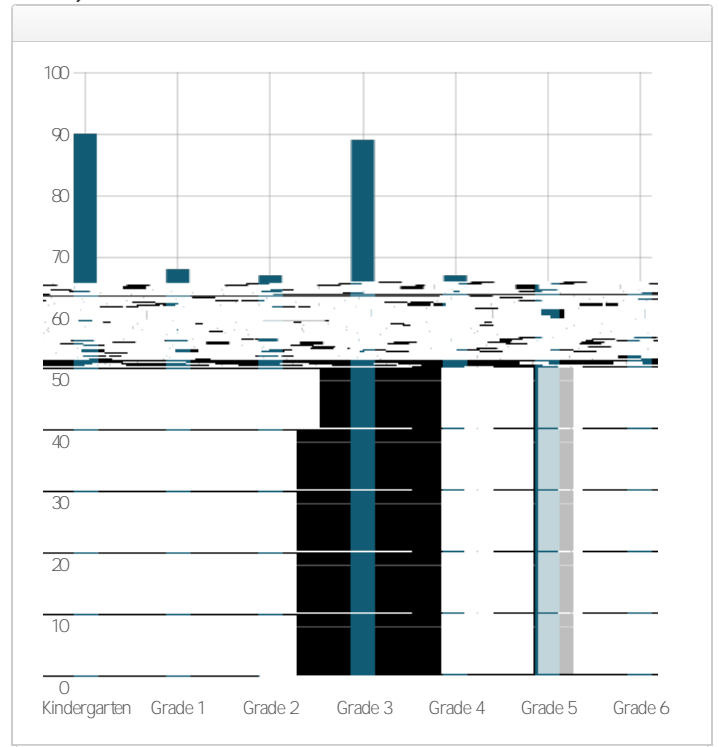
Last updated: 1/10/2019

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

Last updated: 1/15/2019

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

Grade Level	Number of Students
Kindergarten	90
Grade 1	68
Grade 2	67
Grade 3	89
Grade 4	67
Grade 5	66
Grade 6	65
Total Enrollment	512



Last updated: 1/23/2019

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

Student Group	Percent of Total Enrollment
Black or African American	16.2 %
American Indian or Alaska Native	%
Asian	1.6 %
Filipino	0.8 %
Hispanic or Latino	74.0 %
Native Hawaiian or Pacific Islander	3.5 %
White	2.5 %
Two or More Races	1.2 %
Other	0.2 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	92.4 %
English Learners	63.3 %
Students with Disabilities	8.2 %
Foster Youth	1.0 %

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

Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

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: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018–19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures and Triumphs, c2010 - adopted 2012 *new adoption planned for 2019-20	Yes	0.0 %
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqmpt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 6/1/2019

School Facility Conditions and Planned Improvements

Last updated: 1/15/2019

School Facility Good Repair Status

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

Overall Facility Rating

Last updated: 6/24/2019

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 includede

Last updated: 1/23/2015

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	279	271	97.13%	12.64%
Male	155	149	96.13%	14.29%
Female	124	122	98.39%	--
Black or African American	42	38	90.48%	13.89%
American Indian or Alaska Native				
Asian	--	--	--	
Filipino	--	--	--	
Hispanic or Latino	222	218	98.20%	13.30%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races				
Socioeconomically Disadvantaged	261	255	97.70%	11.46%
English Learners	212	210	99.06%	13.33%
Students with Disabilities	29	28	96.55%	
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: 1/23/2019

State Priority: Other

Last updated: 1/23/2019

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)

Nystrom provides a variety of ways for parents to be involved. We host citizenship classes and ESL classes in partnership with the Adult Education Dept.

- Parent University is a series of workshops where parents can learn about how to support their child's education and be involved in school decision making.
- Monthly Coffee Chats: These are opportunities for parents and families to learn about community resources that are available.
- 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.
- 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.
- African American Site Advisory Team (AASAT): A local parent group that discusses issues relevant to African American student achievement. This committee is an advisory board to the principal and School Site Council.

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

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	3.5%	4.0%	2.1%	6.3%	5.9%	5.8%	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: 1/23/2019

School Safety Plan (School Year 2018—19)

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the stf WFO

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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: 1/18/2019

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

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

Last updated: 1/28/2019

Types of Services Funded (Fiscal Year 2017—18)

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

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

Last updated: 1/23/2019

Professional Development

sources, and use that to decide our next steps.

Instructionally, our focus is on justification, meaning students explain their thinking both when they are correct and incorrect. The answer isn't the end goal - expressing your thinking is ... so that teacher and classmates have insight into what you're thinking - can expand on it, adjust misconceptions.

These focus areas were developed with our Instructional Leadership Team (ILT) reviewing student data and progress on both interim and summative assessments.

- Site-based math coach provides ongoing and regular coaching and feedback for targeted grade levels.
- Regular professional development for entire staff on CCSS-best practices.

Last updated: 1/15/2019