

John H. Nuffer Elementary School

14821 South Jersey Avenue • Norwalk, CA 90650 • (562) 863-3788 • Grades K-5

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2013-14 School Accountability Report Card Published During the 2014-15 School Year



Norwalk-La Mirada Unified School District

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Chris Pflanzler Board Member
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Dr. Albert Clegg
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Estuardo Santillan
**Assistant Superintendent, Business
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Wayne Shannon
**Assistant Superintendent, Human
Resources**

School Description

Nuffer Elementary School has been serving children and families in the Norwalk community since 1952. With over 400 students, our vision is that "Nuffer Elementary is a school with an unrelenting focus on learning. Everyone is expected to succeed; no one is allowed to give up." Our teachers and parents work together through our School Site Council (SSC), English Learners Advisory Committee (ELAC), and the Parent Teacher Association (PTA) to support our school's vision, to implement and monitor programs, and to ensure that all students' needs are met.

During the past four years, our school has increased its focus on learning significantly in an effort to get out of Program Improvement status. To keep students engaged and achieving at high levels, our teachers use a variety of instructional strategies and resources. Through a systematic approach to intervention, our teachers are able to respond and provide additional support to those students who are not meeting the standards or are struggling with grade level work. With over 140 students who are English Learners, every class provides 30-minutes of English Language Development (ELD) every day to help students easily access the core curriculum and master the California Common Core Standards. As a result of all of these efforts, we have made great gains in student achievement.

Unique to Nuffer Elementary is our Joan Sander Memorial Unit, which is a building dedicated to the education and care of students with special needs. Our school is committed to helping all students with varying degrees of disabilities to reach their individual learning plan goals. We believe that all students can learn and show progress despite the various challenges they may face.

Regardless of which population of students we serve, Nuffer Elementary provides a safe and nurturing environment in which all students can learn and grow. We are committed to providing our students with a high-quality education; and we are confident that by the time our students leave our doors to promote to middle school, we will have prepared the whole child for success.

About the SARC

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 at (562) 863-3788.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	67
Gr. 1	85
Gr. 2	55
Gr. 3	82
Gr. 4	55
Gr. 5	70
Total	414

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.0
Asian	2.9
Filipino	2.2
Hispanic or Latino	87.9
Native Hawaiian/Pacific Islander	1.0
White	1.4
Two or More Races	0.2
Socioeconomically Disadvantaged	94.4
English Learners	40.6
Students with Disabilities	12.8

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			
John H. Nuffer Elementary School	12-13	13-14	14-15
Fully Credentialed	21	23	24
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
John H. Nuffer Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	4	
Vacant Teacher Positions	0	0	0

* "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

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	93.95	6.05
High-Poverty Schools	93.90	6.10
Low-Poverty Schools	95.05	4.95

* 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)

All textbooks meet the content standards for each of their curricular areas. These materials are supplemented with instructional materials aligned with the California Common Core State Standards.

Textbooks and Instructional Materials	
Year and month in which data were collected: 2014	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2002 and Common Core aligned supplemental materials: Ready Common Core-Reading, Curriculum Associates – ELA
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades K-5 Science: Macmillan/McGraw Hill – Science, adopted 2008
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Grades K-5 Social Science: Pearson Scott Foresman – History, adopted 2006

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[]	[]	[]	
Interior: Interior Surfaces	[]	[]	[]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[]	[]	[]	
Electrical: Electrical	[]	[]	[]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[]	[]	[]	
Structural: Structural Damage, Roofs	[]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[]	[]	[]	[]

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.

CAASPP 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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	24	28	31	53	56	55	60	59	60

* Science (grades 5, 8, and 10) 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	47	46	43	52	54	54	54	56	55
Math	52	51	54	46	47	48	49	50	50
HSS				41	41	44	48	49	49

* 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	3	2	3
Similar Schools	3	4	3

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

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.6	15.3	31.9

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	55
All Student at the School	31
Male	31
Female	31
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	27
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	22
English Learners	
Students with Disabilities	
Students Receiving Migrant Education Services	

* 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	35	-5	8
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	36	-7	10
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	32	-4	11
English Learners	35	-6	6
Students with Disabilities			

* "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

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

We have many ways for parents to participate in the life of our school, and we depend on parents to keep our programs running smoothly. Parents can join our School Site Council (SSC), which works with the school to help monitor student progress and make program and financial decisions. Parents of English learners are encouraged to join our English Learners Advisory Committee (ELAC), which advises the principal and school about the instructional programs that help students with limited English improve their learning and achievement. The Parent Teacher Association (PTA) organizes school-wide fundraisers to sponsor assemblies, study trips, and special activities such as Red Ribbon Week and College Week. Parent volunteers are always welcome to help with special projects in the classrooms and chaperone field trips. We invite all parents to attend Back-to-School Night in the fall, Open House in the spring, and all parent-teacher conferences.

In order to assist parents in helping their children, Nuffer Elementary provides free parent workshops on topics such as parenting skills, family reading, nutrition, and much more. We believe that parents play an important role in their child's learning and school success. Parents can contact the Main Office for more information about how they can get involve.

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.

School Safety Plan

We have a closed campus that is fully fenced. Visitors must enter the school through the reception entrance and sign in at the office, where they receive a visitor's sticker to wear throughout their stay. The principal, supervision staff, and parent volunteers monitor the school grounds for 30 minutes before and after school as well as at all recess and lunch breaks.

We revised our School Safety Plan annually; it was last revised in February 2014. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We make the plan available in the office for parents. We share the plan with all staff during a school wide staff meeting. We practice emergency drills each month, which include fire, earthquake, and lockdown drills. The staff is trained on emergency preparedness in November and April.

Teachers regularly review the rules for safe, responsible behavior in school and on the playground. We teach and enforce the principles of Character Counts. Every Wednesday, the Principal and the Instructional Aides would meet with students for 40 minutes to teach character concepts through stories, skits, and film clips. The staff also began collaborating on developing our Positive Behavior and Instruction Support Plan by aligning Character Counts expectations with our school-wide discipline. We also work closely with Norwalk Public Safety to ensure that students who demonstrate destructive behavior have the opportunity to work with a Safety Officer to redirect their behavior. Nuffer Elementary is a No Bully zone. Teachers are trained to address bullying appropriately, and the topic is continuously addressed with students through school assemblies.

Suspensions and Expulsions

School	11-12	12-13	13-14
Suspensions Rate	1	0.6	2.0
Expulsions Rate	0	0	0.0
District	11-12	12-13	13-14
Suspensions Rate	5	5.7	3.6
Expulsions Rate	0.1	0	0.1
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
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		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2009-2010
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		94.1

* 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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* 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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	21.7	14	17	1	3	2	2	3	2	0		
Gr. 1	22.3	10	14	1	4	3	3	2	3	0		
Gr. 2	19.3	15	14	1	3	2	2	3	2	0		
Gr. 3	26.7	15	16	0	2	2	3	2	3	0		
Gr. 4	30.5	20	14	0	2	2	2		2	0	2	
Gr. 5	27.3	17	23	0	2	1	3	1		0	1	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.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,764	\$41,318
Mid-Range Teacher Salary	\$69,406	\$65,615
Highest Teacher Salary	\$91,049	\$84,981
Average Principal Salary (ES)	\$117,028	\$107,624
Average Principal Salary (MS)	\$120,045	\$112,817
Average Principal Salary (HS)	\$120,189	\$121,455
Superintendent Salary	\$205,000	\$206,292
Percent of District Budget		
Teacher Salaries	39	40
Administrative Salaries	5	5

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11066.79	5365.23	5701.57	73369.85
District	♦	♦	6057.23	\$72,884
State	♦	♦	\$4,690	\$69,360
Percent Difference: School Site/District			-5.9	0.7
Percent Difference: School Site/ State			21.6	5.8

Types of Services Funded at John H. Nuffer Elementary School

Professional Development provided for Teachers at John H. Nuffer Elementary School

Almost two hours of Professional Development time is provided to teachers twice a month. During this time, teachers have worked with a consultant to focus on the Essential Elements of Effective Instruction (EEEI) in order to implement schoolwide strategies that result in improved learning and achievement. The principal and the consultant visit classrooms regularly to provide feedback and reinforcement of skills. In addition to EEEI training, teachers have also received training on instructional shifts that are needed to help students meet California Common Core State standards. With the support of Common Core Coaches, teachers learned new math and reading strategies such as Launch/Explore/Summarize and Close Reading. On a monthly basis, the principal and the English Language Development (ELD) Coach visits classrooms to provide feedback on ELD instruction. This additional ELD support contributed to the schools increase in reclassification rates. Based on iReady and CELDT data, the school will continue to emphasize professional development around Common Core instruction with more focus around reading intervention and writing development.