

John H. Nuffer Elementary School

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

Mak Sar, Principal
msar@nlmusd.org
nufferelementary.org

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Norwalk-La Mirada Unified School District

12820 Pioneer Blvd
Norwalk, CA 90650
(562) 868-0431
www.nlmusd.org

District Governing Board

Karen Morrison Board President
Sean M. Reagan Board Vice
President
Darryl R. Adams Board Member
Jesse Urquidi Board Member
Chris Pflanzler Board Member
Margarita L. Rios Board Member
Ana Valencia Board Member

District Administration

Dr. Hasmik Danielian
Superintendent
Dr. Albert Clegg
**Assistant Superintendent -
Educational Services**
Estuardo Santillan
**Assistant Superintendent, Business
Services**
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 has a school with an unrelenting focus on learning.” 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

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 at (562) 863-3788 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	59
Grade 1	64
Grade 2	75
Grade 3	57
Grade 4	80
Grade 5	50
Total Enrollment	385

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	3.4
Asian	3.1
Filipino	1.8
Hispanic or Latino	87.3
Native Hawaiian or Pacific Islander	1.6
White	1.8
Two or More Races	1
Socioeconomically Disadvantaged	89.9
English Learners	39.5
Students with Disabilities	16.1
Foster Youth	0.8

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	13-14	14-15	15-16
With Full Credential	23	24	25
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
John H. Nuffer Elementary	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	4	0	0
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

2014-15 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	100.0	0.0
Districtwide		
All Schools	94.2	5.8
High-Poverty Schools	93.9	6.1
Low-Poverty Schools	99.1	0.9

* 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)

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: 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2002 and Common Core aligned supplemental materials: Ready Common Core-Reading, Curriculum Associates – ELA The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Grades K-5 Mathematics: Houghton Mifflin - Math Expressions, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Grades K-5 Science: Macmillan/McGraw Hill – Science, adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Grades K-5 Social Science: Pearson Scott Foresman – History, adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall Rating: 97.09% - Good

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/06/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100%-Good
Interior: Interior Surfaces	X			91.67%
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			98.65%
Electrical: Electrical	X			91.67
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			96.1%
Safety: Fire Safety, Hazardous Materials	X			100%
Structural: Structural Damage, Roofs	X			100%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			98.65
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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	21	43	44
Math	16	25	33

* 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 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		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	28	31	19	55	54	52	59	60	56

* Results are for 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	35.60	17.80	20.00

* 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.

2014-15 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	52
All Student at the School	19
Male	30
Female	9
Black or African American	--
Filipino	--
Hispanic or Latino	22
Native Hawaiian or Pacific	--
Two or More Races	--
English Learners	--
Students with Disabilities	20
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
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	52	51	98.1	51	27	10	12
	4	70	68	97.1	62	25	10	3
	5	52	48	92.3	42	27	23	8
Male	3		26	50.0	46	23	15	15
	4		39	55.7	69	21	8	3
	5		25	48.1	52	16	24	8
Female	3		25	48.1	56	32	4	8
	4		29	41.4	52	31	14	3
	5		23	44.2	30	39	22	9
Black or African American	3		4	7.7	--	--	--	--
	4		3	4.3	--	--	--	--
	5		1	1.9	--	--	--	--

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		1	1.9	--	--	--	--
	4		2	2.9	--	--	--	--
Filipino	3		2	3.8	--	--	--	--
	4		1	1.4	--	--	--	--
	5		2	3.8	--	--	--	--
Hispanic or Latino	3		42	80.8	52	26	12	10
	4		60	85.7	60	27	10	3
	5		42	80.8	43	26	21	10
Native Hawaiian or Pacific Islander	4		1	1.4	--	--	--	--
	5		2	3.8	--	--	--	--
White	3		2	3.8	--	--	--	--
	4		1	1.4	--	--	--	--
Two or More Races	5		1	1.9	--	--	--	--
Socioeconomically Disadvantaged	3		44	84.6	52	27	11	9
	4		63	90.0	60	25	11	3
	5		42	80.8	40	29	24	7
English Learners	3		18	34.6	67	28	6	0
	4		25	35.7	88	12	0	0
	5		13	25.0	62	38	0	0
Students with Disabilities	3		4	7.7	--	--	--	--
	4		8	11.4	--	--	--	--
	5		6	11.5	--	--	--	--
Students Receiving Migrant Education Services	3		3	5.8	--	--	--	--
	4		9	12.9	--	--	--	--
	5		2	3.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. 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.

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

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	52	51	98.1	49	24	25	2
	4	70	68	97.1	59	31	9	1
	5	52	48	92.3	63	25	6	6
Male	3		26	50.0	42	15	42	0
	4		39	55.7	56	28	13	3
	5		25	48.1	64	20	4	12
Female	3		25	48.1	56	32	8	4
	4		29	41.4	62	34	3	0
	5		23	44.2	61	30	9	0
Black or African American	3		4	7.7	--	--	--	--
	4		3	4.3	--	--	--	--
	5		1	1.9	--	--	--	--
Asian	3		1	1.9	--	--	--	--
	4		2	2.9	--	--	--	--
Filipino	3		2	3.8	--	--	--	--
	4		1	1.4	--	--	--	--
	5		2	3.8	--	--	--	--
Hispanic or Latino	3		42	80.8	43	29	26	2
	4		60	85.7	60	30	8	2
	5		42	80.8	62	26	5	7
Native Hawaiian or Pacific Islander	4		1	1.4	--	--	--	--
	5		2	3.8	--	--	--	--
White	3		2	3.8	--	--	--	--
	4		1	1.4	--	--	--	--
Two or More Races	5		1	1.9	--	--	--	--
Socioeconomically Disadvantaged	3		44	84.6	50	23	25	2
	4		63	90.0	59	32	8	2
	5		42	80.8	64	24	7	5
English Learners	3		18	34.6	56	33	11	0
	4		25	35.7	76	24	0	0
	5		13	25.0	77	23	0	0
Students with Disabilities	3		4	7.7	--	--	--	--
	4		8	11.4	--	--	--	--
	5		6	11.5	--	--	--	--

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

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students Receiving Migrant Education Services	3		3	5.8	--	--	--	--
	4		9	12.9	--	--	--	--
	5		2	3.8	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

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. 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.

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 involved.

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 2016. 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. 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	2012-13	2013-14	2014-15
Suspensions Rate	0.58	1.96	2.36
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	5.72	3.57	2.77
Expulsions Rate	0.03	0.07	0.06
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 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	88.9	

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	17	24	22	2	1	1	3	2	2			
1	28	26	25				2	3	2			
2	28	26	27				3	2	3			
3	28	26	26				2	3	2			
4	34	19	35		1			2		2		2
5	23	35	26	2					2	2	2	
Other	5	5	8	1	2	2						

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,163	\$43,062
Mid-Range Teacher Salary	\$71,576	\$67,927
Highest Teacher Salary	\$93,898	\$87,811
Average Principal Salary (ES)	\$120,175	\$110,136
Average Principal Salary (MS)	\$119,271	\$115,946
Average Principal Salary (HS)	\$130,092	\$124,865
Superintendent Salary	\$211,406	\$211,869
Percent of District Budget		
Teacher Salaries	38%	39%
Administrative Salaries	5%	5%

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

Types of Services Funded

Nuffer Elementary uses its funds to support and assist student learning. Given that Nuffer is a Program Improvement school, funds have been used to supplement professional development by hiring a consultant to train teachers on the Essential Elements of Effective Instruction. The intent of this training is to strengthen first good instruction in the classroom so that more students may be successful. For those students who are still struggling, instructional aides have been hired to provide research-based reading intervention to students for 40 minutes, four times a week. Additionally, a technology clerk has been hired to assist students with web-based intervention during both daily intervention blocks and weekly computer lab visits. Remaining funds are used to provide sub coverage for teachers who need additional time for professional development and for teachers who need to attend student success team meetings to ensure that students receive timely support.

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.

Professional Development provided for Teachers

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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	11732.04	5034.16	6697.87	75,641.76
District	♦	♦	6913.40	\$76,984
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			-3.1	-1.7
Percent Difference: School Site/ State			25.2	5.7

* Cells with ♦ do not require data.