

John H. Nuffer Elementary STEAM Academy

14821 South Jersey Avenue • Norwalk, CA 90650 • (562) 868-3788 • Grades K-5

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

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Norwalk-La Mirada Unified School District

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

District Governing Board

Ana Valencia Board President
Jude Cazares Board Vice President
Darryl R. Adams Board Member
Jesse Urquidi Board Member
Karen Morrison Member
Chris Pflanzler Board Member
Jorge Tirado Board Member

District Administration

Dr. Hasmik Danielian
Superintendent
Dr. Patricio Vargas
**Assistant Superintendent -
Educational Services**
Estuardo Santillan
**Assistant Superintendent, Business
Services**
John Lopez
**Assistant Superintendent, Human
Resources**

School Description

Nuffer Elementary School has been serving children and families in the Norwalk community since 1952. With over 350 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 significantly increased its focus on learning. 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 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 <https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	43
Grade 1	40
Grade 2	46
Grade 3	51
Grade 4	57
Grade 5	69
Total Enrollment	306

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	0.0
Asian	2.9
Filipino	2.0
Hispanic or Latino	85.3
Native Hawaiian or Pacific Islander	2.0
White	2.9
Socioeconomically Disadvantaged	90.2
English Learners	39.5
Students with Disabilities	20.3
Foster Youth	1.3

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			
John H. Nuffer Elementary STEAM Academy	16-17	17-18	18-19
With Full Credential	19	16	19
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Norwalk-La Mirada Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	898
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
John H. Nuffer Elementary	16-17	17-18	18-19
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.

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

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: 09/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-5 English-language Arts: Houghton Mifflin Reading, adopted 2017, Benchmark Advanced 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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Overall Rating: 98.44% - Good

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/05/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100%-Good
Interior: Interior Surfaces	Good	100%
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	88.24%
Electrical: Electrical	Fair	87.5%
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	100%
Safety: Fire Safety, Hazardous Materials	Fair	84.38%
Structural: Structural Damage, Roofs	Good	100%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	97.06%
Overall Rating	Good	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	22.0	36.0	44.0	46.0	48.0	50.0
Math	21.0	20.0	30.0	32.0	37.0	38.0

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.

Note: ELA and 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.

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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	31.1	14.8	19.7

* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	158	158	100.00	36.08
Male	82	82	100.00	26.83
Female	76	76	100.00	46.05
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	137	137	100.00	32.85
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	148	148	100.00	33.11
English Learners	68	68	100.00	26.47
Students with Disabilities	19	19	100.00	26.32
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 (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.

School Year 2017-18 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	159	158	99.37	19.62
Male	83	82	98.8	18.29
Female	76	76	100	21.05
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	138	137	99.28	19.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	148	148	100	17.57
English Learners	69	68	98.55	10.29
Students with Disabilities	20	19	95	15.79
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.

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)

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 State priority: School Climate (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 revise our School Safety Plan annually; it was last revised in February 2017. 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	2015-16	2016-17	2017-18
Suspensions Rate	0.0	3.0	2.7
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.7	2.6	3.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.2
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	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 (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	30	19	17		2	3	2	2	1			
1	26	27	20			1	2	1				
2	27	23	21			1	2	2	1			
3	23	27	25	1			2	2	2			
4	27	32	28				2	2	2			
5	34	21	24		1	1		2	2	2		
Other	7			3								

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,923	\$49,512
Mid-Range Teacher Salary	\$80,506	\$77,880
Highest Teacher Salary	\$105,611	\$96,387
Average Principal Salary (ES)	\$119,859	\$123,139
Average Principal Salary (MS)	\$125,277	\$129,919
Average Principal Salary (HS)	\$145,806	\$140,111
Superintendent Salary	\$257,268	\$238,324
Percent of District Budget		
Teacher Salaries	37.0	36.0
Administrative Salaries	6.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	14765.51	4209.96	10555.55	81854.62
District	◆	◆	8958.82	85790.09
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			16.4	-4.7
Percent Difference: School Site/ State			38.8	2.7

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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 <https://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.