



# John H. Nuffer Elementary STEAM Academy

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

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

## 2018-19 School Accountability Report Card Published During the 2019-20 School Year



### Norwalk-La Mirada Unified School District

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

#### District Governing Board

Jude Cazares

**Board President**

Jesse Urquidi

**Board Vice President**

Darryl R. Adams

**Board Member**

Ana Valencia

**Board Member**

Karen Morrison

**Board Member**

Chris Pflanzner

**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 “Nuffer Elementary STEAM Academy, a launch pad for global innovators..” Our teachers and parents work together through our School Site Council (SSC), English Learners Advisory Committee (ELAC), and the Parent Teacher Organization (PTO) 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.

### 2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	56
Grade 1	40
Grade 2	39
Grade 3	50
Grade 4	51
Grade 5	55
<b>Total Enrollment</b>	<b>291</b>

### 2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.4
Asian	3.8
Filipino	1.7
Hispanic or Latino	80.4
Native Hawaiian or Pacific Islander	2.4
White	5.8
Two or More Races	1
Socioeconomically Disadvantaged	93.1
English Learners	36.4
Students with Disabilities	17.9
Foster Youth	1.7
Homeless	16.5

## 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 for John H. Nuffer	17-18	18-19	19-20
With Full Credential	16	19	23
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Norwalk-La Mirada	17-18	18-19	19-20
With Full Credential	♦	♦	890
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	6

### Teacher Misassignments and Vacant Teacher Positions at John H. Nuffer Elementary STEAM Academy

Indicator	17-18	18-19	19-20
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.

### 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.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)**

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: 2019- September

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Grades K-1 English-language Arts: Benchmark Advanced- My Shared Readings, adopted 2017 Grades 2-5 English-language Arts: Benchmark Advanced- Texts for Close Reading, adopted 2017  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: Mystery Science Inc - Mystery Science, adopted 2019 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: Studies Weekly Inc – Studies Weekly CA Ed, adopted 2019 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	100%-Good
<b>Interior:</b> Interior Surfaces	Good	100%
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Fair	88.24%
<b>Electrical:</b> Electrical	Fair	87.5%
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	100%
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	84.38%
<b>Structural:</b> Structural Damage, Roofs	Good	100%
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	97.06%
<b>Overall Rating</b>	<b>Good</b>	

## 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

### CAASPP Test Results in ELA and Mathematics for All Students

#### Grades Three through Eight and Grade Eleven

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	36	30	46	47	50	50
Math	20	19	32	35	38	39

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

#### Grades Five, Eight, and Ten

##### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### 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

### 2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	32.0	20.0	6.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	146	143	97.95	30.07
Male	81	78	96.30	28.21
Female	65	65	100.00	32.31
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	122	120	98.36	30.00
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	138	135	97.83	28.15
English Learners	69	68	98.55	25.00
Students with Disabilities	18	17	94.44	17.65
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	57	54	94.74	5.26

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 2018-19 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	146	143	97.95	18.88
Male	81	78	96.30	20.51
Female	65	65	100.00	16.92
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	122	120	98.36	18.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	138	135	97.83	17.04
English Learners	69	68	98.55	13.24
Students with Disabilities	18	17	94.44	11.76
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	57	54	94.74	5.26

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 2019-20)

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 Organization (PTO) 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 2019. 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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	3.0	2.7	3.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.6	3.7	3.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

**Ratio of Academic Counselors to Pupils (School Year 2018-19)**

Title	Ratio
Academic Counselor*	.0

\* 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.

**Student Support Services Staff (School Year 2018-19)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	1.0
Other	2.0

\* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	19	2	2		17	3	1		17	2	2	
1	27		1		20	1						
2	23		2		21	1	1		23		1	
3	27		2		25		2		24		2	
4	32		2		28		2		33			1
5	21	1	2		24	1	2		34			2
Other**									14	2	1	

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	16	18	18

Almost two hours of Professional Development time is provided to teachers twice a month. During this time, teachers have worked with a consultant from zSpace and Lightspeed to bring engagement to the classroom. The principal will visit classrooms regularly to provide feedback and reinforcement of skills. In addition to STEAM 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,733	\$51,374
Mid-Range Teacher Salary	\$81,762	\$80,151
Highest Teacher Salary	\$107,259	\$100,143
Average Principal Salary (ES)	\$135,001	\$126,896
Average Principal Salary (MS)	\$153,836	\$133,668
Average Principal Salary (HS)	\$139,258	\$143,746
Superintendent Salary	\$269,120	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	35%
Administrative Salaries	6%	5%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

### FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	17200.98	5763.02	11437.95	102439.25
District	N/A	N/A	9174.34	\$88,239.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	22.0	14.9
School Site/ State	41.5	22.1

Note: Cells with N/A values 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. Funds have been used to supplement professional development by having teachers attend conferences or seminars to further their education. 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, an intervention teacher has been hired to provide 30 minutes of intense small group lessons to target deficiencies. 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.