

Nystrom Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Nystrom Elementary School
Street	230 Harbour Way South
City, State, Zip	Richmond, CA 94804-2428
Phone Number	(510) 231-1406
Principal	James Allardice
Email Address	jallardice@wccusd.net
School Website	http://nystrom.wccusd.net/
Grade Span	K-6
County-District-School (CDS) Code	07617966004881

2025-26 District Contact Information

District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Cheryl Cotton
Email Address	ccotton@wccusd.net
District Website	www.wccusd.net

2025-26 School Description and Mission Statement

At Nystrom Elementary, we are nurturing a community of people who are kind, curious, and resilient. We support each other and share a love for learning.

To achieve this, we are committed to building our collective efficacy towards:

Positive School Culture: Nystrom works to deliberately build relationships with students and with each other to create a positive school community, celebrate successes as a community, and is committed to restorative practices.

High Expectations: We believe that our students, staff, and families are capable of greatness. We bring urgency to our work,

2025-26 School Description and Mission Statement

focused on rigorous, engaging, standards-based lessons in every class, every day.

Continued Learning: Our adults lead with a commitment to ongoing learning and reflection. We learn through collaborating, professional learning communities, engaging in data-driven instruction cycles, and aren't afraid to struggle, so long as we learn from it.

Exemplary Citizenship: In order to thrive, Nystrom students must develop character and academic skills. We explicitly teach our core values of kindness, hope, perseverance, self-control, and curiosity.

Family Involvement: We strive to welcome all families into the Nystrom community, earn their trust, and partner with them to better our school and the broader community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	65
Grade 2	62
Grade 3	57
Grade 4	57
Grade 5	58
Grade 6	52
Total Enrollment	415

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1
Male	48.7
Non-Binary	0.2
American Indian or Alaska Native	0.5
Asian	2.4
Black or African American	17.3
Filipino	0.2
Hispanic or Latino	72.8
Native Hawaiian or Pacific Islander	1
Two or More Races	3.4
White	2.4
English Learners	52.5
Foster Youth	0.7
Homeless	1.9
Socioeconomically Disadvantaged	81.2
Students with Disabilities	13.5

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	13.1	62.25	1150.1	75.53	234405.2	84
Intern Credential Holders Properly Assigned	2	9.44	59.4	3.9	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	3.5	16.52	171.6	11.27	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	50.3	3.3	11953.1	4.28
Unknown/Incomplete/NA	2.5	11.8	91.2	5.99	15831.9	5.67
Total Teaching Positions	21.1	100	1522.8	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.8	80.82	1081.7	75.48	231142.4	83.24
Intern Credential Holders Properly Assigned	0.5	2.4	45.2	3.16	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	9.59	155.3	10.84	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	56.4	3.94	11746.9	4.23
Unknown/Incomplete/NA	1.5	7.19	94.3	6.58	14303.8	5.15
Total Teaching Positions	20.8	100	1433.2	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.6	89.84	1016.1	72.62	230039.4	100
Intern Credential Holders Properly Assigned	0	0	43.7	3.13	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	10.16	190.3	13.6	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	81.3	5.82	12112.8	4.34
Unknown/Incomplete/NA	0	0	67.7	4.84	13705.8	4.91
Total Teaching Positions	19.6	100	1399.3	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0
Misassignments	3.50	1	2
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	3.50	2	2

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	17.5	5	19
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	9.5	0	8.6

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		November 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Teachers College Reading, Writing & Phonics, c2015 - adopted 2019 Benchmark Advancing Language Learning for Designated ELD, c2017 - adopted 2022	0%
Mathematics	Great Minds, Eureka Math Squared, grades TK-5, c2025 - adopted 2025 Amplify, Desmos Math, grade 6, c2025 - adopted 2025	0%
Science	Twig Science, grades TK-5, c2023 - adopted 2023 Amplify Science, grade 6, c2020 - adopted 2020	0%
History-Social Science	Seesaw Lessons, grade TK, c2022 - adopted 2022 McGraw Hill California Vistas, grades K-5, c2007 - adopted 2007 TCI History Alive, grade 6, c2017 - adopted 2020	0%
Foreign Language	N/A	
Health	N/A	
Visual and Performing Arts	N/A	
Science Laboratory Equipment (grades 9-12)	N/A	

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

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used

School Facility Conditions and Planned Improvements

to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Year and month of the most recent FIT report

7/29/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			: 2 STAGE: 2. THERMOSTAT COVER IS MISSING. 7. CORD IS CREATING A TRIP HAZARD. 202: 2. THERMOSTAT COVER IS MISSING. 7. ONE LIGHT FIXTURE IS OUT (HALLWAY). TWO LIGHT PANELS ARE OUT. BOYS REST ROOM (NEAR 134): 2. VENT COVER IS RUSTED. 7. ONE CAN LIGHT IS OUT.
Interior: Interior Surfaces	X			101/ PRESCHOOL: 4. DRAWER IS BROKEN. 7. ONE LIGHT PANEL IS OUT. TWO CAN LIGHTS ARE OUT. 15. DOOR CLOSER COVER IS MISSING. 104 CUSTODIAN: 4. FLOORING IS DAMAGED. 136: 4. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 203: 4. CEILING TILES HAVE WATER STAINS. 230 STORAGE: 4. CEILING TILE IS MISSING. 24: 4. CEILING TILES ARE LOOSE, DAMAGED, AND MISSING. WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVER IS MISSING. GIRLS REST ROOM (MPR): 4. SANITARY NAPKIN CANS ARE MISSING. (MENSTRUAL NOTICE NOT ADEQUATE.) PRIORITY ASSISTANT/ 120: 4. HOLES IN WALL.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		106 PREP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. 116 STORAGE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 128/ CONFERENCE ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH BOX IS LOOSE. 134: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 135: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 136: 4. CEILING TILE IS LOOSE. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 137: 5. UNSECURED ITEMS ARE STORED TOO HIGH. (WILLIAMS NOTICE NOT POSTED) 138: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 139: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. 209: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED.

School Facility Conditions and Planned Improvements

			210: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL FLICKERS. 10. EVACUATION MAP IS NOT POSTED. 214: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) 22: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. ACCESS TO FIRE EXTINGUISHER IS BLOCKED. (WILLIAMS NOTICE NOT POSTED) 224/ BOOK ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 227: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. (MENSTRUAL NOTICE IS NOT POSTED IN RR) 229: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE IS NOT POSTED IN RR) 233: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) 234: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT ADEQUATE) 24: 4. CEILING TILES ARE LOOSE, DAMAGED, AND MISSING. WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVER IS MISSING. 28 PARENT/COMMUNITY ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS UNKEPT. 9. FAUCET IS LOOSE AT THE BASE. STAIRS: 5. TOP EDGE OF WALL TRIM IS DIRTY. 11. PAINT IS CHIPPING ON HANDRAIL. UNISEX REST ROOM (NEAR 24): 5. COVES ARE DIRTY. GROUT LINES ARE DIRTY. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT ADEQUATE)
Electrical		X	1 MPR: 7. SIX LIGHT FIXTURES ARE OUT. 101/ PRESCHOOL: 4. DRAWER IS BROKEN. 7. ONE LIGHT PANEL IS OUT. TWO CAN LIGHTS ARE OUT. 15. DOOR CLOSER COVER IS MISSING. 109: 7. ONE LIGHT PANEL IS OUT. 126/ WORKROOM: 7. ONE LIGHT PANEL IS OUT. 128/ CONFERENCE ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. LIGHT SWITCH BOX IS LOOSE. 15 FOOD SERVICE LINE: 7. ONE LIGHT PANEL IS OUT. 2 STAGE: 2. THERMOSTAT COVER IS MISSING. 7. CORD IS CREATING A TRIP HAZARD.

School Facility Conditions and Planned Improvements

				202: 2. THERMOSTAT COVER IS MISSING. 7. ONE LIGHT FIXTURE IS OUT (HALLWAY). TWO LIGHT PANELS ARE OUT. 209: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 210: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL FLICKERS. 10. EVACUATION MAP IS NOT POSTED. 227: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. (MENSTRUAL NOTICE IS NOT POSTED IN RR) 234: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE NOT ADEQUATE) 24: 4. CEILING TILES ARE LOOSE, DAMAGED, AND MISSING. WALL IS MARRED. 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. FLOOR OUTLET COVER IS MISSING. ADMIN: 7. SURGE PROTECTERS ARE DAISY CHAINED. BOYS REST ROOM (NEAR 134): 2. VENT COVER IS RUSTED. 7. ONE CAN LIGHT IS OUT. GIRLS REST ROOM (NEAR 214): 7. LIGHT SWITCH BOX AND PLATE ARE LOOSE (HALLWAY). (MENSTRUAL NOTICE NOT ADEQUATE) LOBBY: 7. ONE LIGHT FIXTURE IS OUT. PRINCIPAL/ 119: 7. CORD IS CREATING A TRIP HAZARD. STAIRWELL: 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON HANDRAIL.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	19 KITCHEN: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. MENSTRUAL NOTICE NOT POSTED 227: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. (MENSTRUAL NOTICE IS NOT POSTED IN RR) 229: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. (MENSTRUAL NOTICE IS NOT POSTED IN RR) 233: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) 234: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY

School Facility Conditions and Planned Improvements

			AVAILABLE IN RR. (MENSTRUAL NOTICE NOT ADEQUATE) 28 PARENT/COMMUNITY ROOM: 5. UNSECURED ITEMS ARE STORED TOO HIGH. ROOM IS UNKEPT. 9. FAUCET IS LOOSE AT THE BASE. GIRLS REST ROOM (NEAR 138): 8. ONE STALL IS UNABLE TO BE SECURED. (MENSTRUAL NOTICE NOT ADEQUATE) UNISEX REST ROOM (IN KITCHEN): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) UNISEX REST ROOM (MPR): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) UNISEX REST ROOM (NEAR 101): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) UNISEX REST ROOM (NEAR 128): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) UNISEX REST ROOM (NEAR 204): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) UNISEX REST ROOM (NEAR 227): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE) UNISEX REST ROOM (NEAR 229): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON ACCESS PANEL. (MENSTRUAL NOTICE NOT ADEQUATE) UNISEX REST ROOM (NEAR 24): 5. COVES ARE DIRTY. GROUT LINES ARE DIRTY. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT ADEQUATE) UNISEX RESTROOM: 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. (MENSTRUAL NOTICE NOT ADEQUATE)
Safety: Fire Safety, Hazardous Materials	X		121 COURTYARD: 11. PAINT IS PEELING ON EXTERIOR WALL. 134: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE NOT POSTED) 207: 10. EVACUATION MAP IS NOT POSTED. 208: 10. EVACUATION MAP IS NOT POSTED. 209: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL IS OUT. 10. EVACUATION MAP IS NOT POSTED. 210: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ONE LIGHT PANEL FLICKERS. 10. EVACUATION MAP IS NOT POSTED. 212: 10. EVACUATION MAP IS NOT POSTED. 213: 10. EVACUATION MAP IS NOT POSTED. 214: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED. (WILLIAMS NOTICE IS NOT POSTED) 22: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 10. EVACUATION MAP IS NOT POSTED.

School Facility Conditions and Planned Improvements

				ACCESS TO FIRE EXTINGUISHER IS BLOCKED. (WILLIAMS NOTICE NOT POSTED) 227: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. (MENSTRUAL NOTICE IS NOT POSTED IN RR) IDF: STAIRS: 11. PAINT IS PEELING ON HANDRAILS. 15. DOOR CLOSER COVER IS MISSING. STAIRS: 11. PAINT IS PEELING ON HANDRAIL. STAIRS: 5. TOP EDGE OF WALL TRIM IS DIRTY. 11. PAINT IS CHIPPING ON HANDRAIL. STAIRWELL: 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON HANDRAIL. UNISEX REST ROOM (NEAR 229): 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 11. PAINT IS PEELING ON ACCESS PANEL. (MENSTRUAL NOTICE NOT ADEQUATE)
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			101/ PRESCHOOL: 4. DRAWER IS BROKEN. 7. ONE LIGHT PANEL IS OUT. TWO CAN LIGHTS ARE OUT. 15. DOOR CLOSER COVER IS MISSING. 106 PREP: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. 107: 15. DOOR CLOSER COVER IS MISSING. 139: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 15. DOOR CLOSER COVER IS MISSING. 225: 15. DOOR CLOSER COVER IS MISSING. 227: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. TWO LIGHT PANELS ARE OUT. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE IN RR. 10. EVACUATION MAP IS NOT POSTED. 15. DOOR CLOSER COVERS ARE MISSING. (MENSTRUAL NOTICE IS NOT POSTED IN RR) BOYS REST ROOM (MPR): 15. DOOR CLOSER COVER IS MISSING (HALLWAY). PLAYGROUNDS: 14. RUBBER FLOOR TILES ARE SEPERATING CREATING TRIP HAZARD. STAIRS: 11. PAINT IS PEELING ON HANDRAILS. 15. DOOR CLOSER COVER IS MISSING. UNISEX REST ROOM (NEAR 24): 5. COVES ARE DIRTY. GROUT LINES ARE DIRTY. 8. MENSTRUAL PRODUCTS ARE NOT READILY AVAILABLE. 15. DOOR CLOSER COVER IS MISSING. (MENSTRUAL NOTICE NOT ADEQUATE)

Overall Facility Rate			
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] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
 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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP						
This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment. To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer. ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	25	20	33	34	47	48
Mathematics (grades 3-8 and 11)	15	21	23	26	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	218	202	92.66	7.34	20.00
Female	109	102	93.58	6.42	19.80
Male	109	100	91.74	8.26	20.20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	38	95.00	5.00	13.16
Filipino	0	0	0	0	0
Hispanic or Latino	158	145	91.77	8.23	20.98
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	104	91	87.50	12.50	5.56
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	207	195	94.20	5.80	20.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	33	91.67	8.33	9.09

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	219	207	94.52	5.48	21.36
Female	109	103	94.50	5.50	14.56
Male	110	104	94.55	5.45	28.16
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	40	38	95.00	5.00	23.68
Filipino	0	0	0	0	0
Hispanic or Latino	159	152	95.60	4.40	21.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	105	97	92.38	7.62	12.37
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	208	199	95.67	4.33	21.21
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	32	88.89	11.11	15.63

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	8.93	5.66	20.89	21.23	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	53	89.83	10.17	5.66
Female	35	30	85.71	14.29	3.33
Male	24	23	95.83	4.17	8.70
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	43	40	93.02	6.98	2.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	28	25	89.29	10.71	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	57	52	91.23	8.77	5.77
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	43.9	43.9	31.6	43.9	40.4

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 regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Nystrom provides a variety of ways for parents to be involved.

- Parent University is a series of workshops where parents can learn about how to support their child's education and be involved in school decision-making.
- Monthly Coffee Chats: These are opportunities for parents and families to learn about available community resources.
- School Site Council (SSC): The role of the SSC is to allow parents, faculty, and staff to collaborate, give input, and make crucial decisions that promote and benefit student learning and achievement school-wide. Every School Site Council must be composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852). The SSC's primary responsibility is to develop, implement, revise, and monitor the Single Plan for Student Achievement.
- English Language Advisory Committee (ELAC): The ELAC discusses issues relevant to English Language Learners. This committee is an advisory board to the principal and the School Site Council.
- African American Site Advisory Team (AASAT): A local parent group that discusses issues relevant to African American student achievement. This committee is an advisory board to the principal and the School Site Council.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	476	448	184	41.1
Female	237	223	81	36.3
Male	238	224	103	46.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	78	76	23	30.3
Filipino	--	--	--	--
Hispanic or Latino	351	330	138	41.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	16	14	7	50.0
White	13	--	--	--
English Learners	281	263	112	42.6
Foster Youth	--	--	--	--
Homeless	12	12	5	41.7
Socioeconomically Disadvantaged	445	424	174	41.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	75	72	31	43.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.15	3.19	3.15	4.81	4.82	4.31	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.02	0.01	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.15	0.00
Female	2.95	0.00
Male	3.36	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.69	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.56	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.78	0.00
Foster Youth	0.00	0.00
Homeless	8.33	0.00
Socioeconomically Disadvantaged	3.37	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.33	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The purpose of the School Site Safety Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

The School Site Safety Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed-upon goal. School Site Safety Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

The objectives of the School Site Safety Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide a safe and coordinated response to emergencies.
3. Protect the District’s facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Emergency Operations Center (DEOC).
6. Provide for the interface and coordination between the District EOC and the Cities of Richmond, El Cerrito, San Pablo, Pinole, Hercules, and Contra Costa County Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.

The Comprehensive School Safety Plan is updated annually. Our school safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative in 2025. A copy of the Comprehensive School Safety Plan is available by request through the district’s website.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	0	8	0
1	18	6	0	0
2	19	4	2	0
3	23	0	6	0
4	30	0	4	0
5	45	0	2	2
6	28	0	4	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	2	0
1	23	0	3	0
2	18	3	0	0
3	19	3	0	0
4	31	0	2	0
5	29	0	2	0
6	26	0	2	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		2	
1	22		3	
2	21	1	2	
3	19	3		
4	29		2	
5	29		2	
6	26		2	

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	9085.65	2284.18	6801.47	97394.35
District	N/A	N/A	5706.02	\$91,374
Percent Difference - School Site and District	N/A	N/A	-9.9	14.3
State	N/A	N/A	\$11,146	\$100,333
Percent Difference - School Site and State	N/A	N/A	-45.2	2.9

Fiscal Year 2024-25 Types of Services Funded

The following are programs/services available at the school that support and assist students:

AAA WORKSPACE
 AAA WORKSPACE - EPROCUREMENT
 AMAZON
 BAY AREA COMMUNITY RESOURCES, INC
 BOOKSOURCE
 BRISK LABS CORP
 EAST BAY CENTER FOR PERFORMING ARTS
 FAMILIAS UNIDAS
 FOLLETT CONTENT SOLUTIONS LLC
 GOPHER SPORT
 KBA DOCUMENT SOLUTIONS, LLC
 LEARNING WITHOUT TEARS

Fiscal Year 2024-25 Types of Services Funded

SENECA CENTER
WEST CONTRA COSTA PUBLIC EDUCATION

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$58,573	\$60,863
Mid-Range Teacher Salary	\$91,890	\$93,575
Highest Teacher Salary	\$119,395	\$125,548
Average Principal Salary (Elementary)	\$131,244	\$157,645
Average Principal Salary (Middle)	\$138,034	\$165,341
Average Principal Salary (High)	\$156,078	\$182,580
Superintendent Salary	\$280,908	\$357,064
Percent of Budget for Teacher Salaries	25.8%	30.36%
Percent of Budget for Administrative Salaries	4.94%	4.88%

Professional Development

During 2025/26 Nystrom's professional development focus is teacher collaboration focused on data driven instruction. Data Driven Instruction is a philosophy predicated on one question: are students learning? Using data, we are able to analyze what our students have learned by looking at ongoing (formative) data sources, and use that to decide our next steps.

Our focus is on the four areas of our Theory of Action:

1. Word Recognition/Foundational Skills: Actively working to dismantle systematic structures of inequities to ensure the foundational literacy skills of phonological awareness, decoding, and sight recognition are taught in an explicit, systematic, and data-driven way
2. Language Comprehension: Actively working to dismantle systematic structures of inequities to ensure all students have access to rigorous, high quality, grade level standards-aligned curriculum daily with the goal of fostering constructive academic discourse
3. Math: Actively working to dismantle systematic structures of inequities to ensure all students have access to rigorous, high quality, grade level standards-aligned curriculum daily
4. Positive School Culture & Climate: Actively working to dismantle systematic structures of inequities so that students and staff are physically and emotionally safe to focus on learning.

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

- Site-based math coach provides ongoing and regular coaching and feedback for targeted grade levels.
- Site-based early literacy coach provides ongoing and regular coaching and feedback for K-3, focused on early literacy.
- Regular professional development for entire staff on CCSS-best practices, including multiple methods, data analysis training, etc.
- Increased number of professional developments through optional PDs for staff.
- Regular data-analysis meetings with grade level teams to review common assessment data and create action plans.

Professional Development

- Grade level planning days each trimester for grade levels to review data and develop an action plan.
- We are involved in a number of Community of Practices (CoPs) that provide additional professional learning opportunities.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4