

Nellie N. Coffman Middle School

34-603 Plumley Rd. • Cathedral City, CA 92234-6326 • 760 770-8617 • Grades 6-8

Carlos Flores, Principal

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www.psusd



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



Palm Springs Unified School District

980 East Tahquitz Canyon Way
Palm Springs, CA 92262
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District Governing Board

Richard Clapp, Member
John Gerardi, Clerk
Richard Clapp, member
Shari Stewart, President
Karen Cornett, Member

District Administration

Christine J. Anderson, Ed. D
Superintendent
Mauricio Arellano
**Assistant Superintendent,
Human Resources**

Mike Swize, Ed. D.
**Assistant Superintendent,
Educational Services**

Brian J. Murray, Ed.D.
**Assistant Superintendent,
Business Services**

School Description

Vision: Provide a learning environment that supports students in reaching their academic, social and emotional potential.

Mission: To promote the 21st Century Skills, (4 C's Communication, Collaboration, Critical thinking and Creativity) and a 'growth mind set' to ready students to become college and career ready. To promote bilingualism within our learning community.

Nellie N. Coffman Middle School serves a diverse population of 1050 6th, 7th and 8th grade students. Situated on the boundaries of Cathedral City and Rancho Mirage, the campus commands sweeping views of the surrounding mountains. NNC carries a proud tradition of excellence and of connection to the community. We focus our continuing efforts on the improvement of our instructional practices. We use district-approved curriculum to design instruction for our students in the California State Standards for each grade level. Our electives program includes opportunities in band, digital arts, journalism, engineering, study skills, art and student leadership. We provide Special Education services for students who qualify with special needs. At Nellie N. Coffman, each day is a new opportunity for success.

The Single Plan for Student Achievement is updated annually by the NNC School Site Council. Monitoring comments will be added to our SPSA throughout the year. Revisions to our SPSA, and subsequent Board approval, will occur if there are substantial budget and/or material changes during the school year. Each spring committees representing parents, students and staff meet to review existing policies and procedures to ensure their effectiveness. Revisions are made and drafts are presented to various groups for further revision and approval. Some decisions on change are the result of parent, student and staff surveys along with other sources of data gathering.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at 760 770-8617 or the district office.

| 2014-15 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Grade 6 | 347 |
| Grade 7 | 391 |
| Grade 8 | 343 |
| Total Enrollment | 1,081 |

| 2014-15 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 2.4 |
| American Indian or Alaska Native | 0.1 |
| Asian | 0.6 |
| Filipino | 0.6 |
| Hispanic or Latino | 89.5 |
| White | 6.1 |
| Two or More Races | 0.6 |
| Socioeconomically Disadvantaged | 95.7 |
| English Learners | 32.7 |
| Students with Disabilities | 7.9 |
| Foster Youth | 0.3 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

| Teacher Credentials | | | |
|---|-------|-------|-------|
| Nellie N. Coffman Middle School | 13-14 | 14-15 | 15-16 |
| With Full Credential | 43 | 44 | 43 |
| Without Full Credential | 0 | 0 | 1 |
| Teaching Outside Subject Area of Competence | 4 | 5 | 4 |
| Palm Springs Unified School District | 13-14 | 14-15 | 15-16 |
| With Full Credential | ♦ | ♦ | 1024 |
| Without Full Credential | ♦ | ♦ | 11 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 39 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| Nellie N. Coffman Middle School | 13-14 | 14-15 | 15-16 |
| Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

| 2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers | | |
|---|-------------------------------------|---|
| Location of Classes | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 100.0 | 0.0 |
| Districtwide | | |
| All Schools | 99.3 | 0.7 |
| High-Poverty Schools | 99.3 | 0.7 |
| Low-Poverty Schools | 0.0 | 0.0 |

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

NNC students are provided with up to date textbooks and ancillary materials. Intervention programs have been state board adopted and adhere to the LCFF/LCAP plans. All students have access to their own textbooks and instructional materials, including English Learners as was verified by the Riverside county Office's Williams visit in August 2015.. All school sites are involved in the selecting state-approved curriculum adoption committees which make recommendations for instructional materials. NNC utilizes the new district adopted Math curriculum 2015-2016 :Carnegie Math a State Board of Education adopted standards based curriculum.

| Textbooks and Instructional Materials | |
|---|---|
| Year and month in which data were collected: 9/5/2015 | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Literature - Holt Adopted in 2009/10 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Carnegie Math 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | CPO Science/School Specialty Science Adopted in 2007/08 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | McDougal Littell Adopted in 2006/07 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

School Facility Conditions and Planned Improvements (Most Recent Year)

The current campus was built in 1974, and has been upgraded in the past few years. The main campus is comprised of three large buildings. A new permanent facility houses the administration offices. The 100 building houses a spacious library with a wireless laptop lab and 23 classrooms, 4 of which are fitted for science classes. The thirteen classrooms which make up the east wing of this building were completely remodeled in the summer of 2003. The remainder of the building was remodeled in the summer 2013. The 200 building was remodeled in 1995 and houses 10 full sized classrooms, three smaller rooms, a large computer lab, and a weight room. The 300 building houses the multi-purpose room, the cafeteria and the locker rooms. The multi-purpose room is used for PE and for lunch, allowing student to eat indoors and outside.

The final component of the campus is a group of nine portables which border the athletic field. The classrooms are fully connected to school wide systems, and have internet access. They border our large athletic field, which is used by our community on evenings and weekends for soccer, football, and baseball leagues. A shade structure is used for student lunches and other school activities. The school is cleaned on a daily basis with one full time janitor during the day and two full time janitors in the evening. All Administrative staff, two security staff and 17 teachers are designated for supervision duty before and after school. All Administrative staff and security are strategically positioned throughout the campus for supervision during passing periods along with teachers standing at their doors. The NNC campus is a closed campus. Access to the campus is through the main office throughout the school day and all personnel have to check in when on campus.

Facility Improvements (School Years 2003-04 and 2013-14)

A permanent facility houses the administration offices. The 100 building houses a spacious library with a wireless laptop lab 2 Mac labs and 23 classrooms, 4 of which are fitted for science classes. The thirteen classrooms which make up the east wing of this building were completely remodeled in the summer of 2003. The remainder of the building was upgraded and remodeled in the summer 2013. Solar panels were added to both parking areas in the summer of 2014. these provide shade for our PE fields.

| School Facility Good Repair Status (Most Recent Year) | | | | |
|--|---------------|------|------|---|
| Year and month in which data were collected: 1/13/2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Work Order on file in M&O Office |
| Interior: Interior Surfaces | | X | | Work Orders on file in M&O Office |

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 1/13/2016

| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|--|------------------|-------------|-------------|---|
| | Good | Fair | Poor | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | Work Orders on file in M&O Office |
| Electrical: Electrical | X | | | Work Orders on file in M&O Office |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | Work Orders on file in M&O Office |
| Safety: Fire Safety, Hazardous Materials | X | | | Work Orders on file in M&O Office |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Work Orders on file in M&O Office |
| Overall Rating | Exemplary | Good | Fair | Poor |
| | | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

| Grade Level | 2014-15 Percent of Students Meeting Fitness Standards | | |
|-------------|---|--------|--------|
| | 4 of 6 | 5 of 6 | 6 of 6 |
| 7 | 26.80 | 24.00 | 29.70 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| 2014-15 CAASPP Results for All Students | | | |
|---|--|----------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | |
| | School | District | State |
| ELA | 30 | 32 | 44 |
| Math | 17 | 20 | 33 |

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| 2014-15 CAASPP Results by Student Group | |
|---|---|
| Group | Percent of Students Scoring at Proficient or Advanced |
| | Science (grades 5, 8, and 10) |
| All Students in the LEA | 44 |
| All Student at the School | 26 |
| Male | 27 |
| Female | 23 |
| Black or African American | -- |
| American Indian or Alaska Native | -- |
| Asian | -- |
| Filipino | -- |
| Hispanic or Latino | 23 |
| White | 37 |
| Two or More Races | -- |
| Socioeconomically Disadvantaged | 15 |
| English Learners | 2 |
| Students with Disabilities | 25 |
| Foster Youth | -- |

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| CAASPP Results for All Students - Three-Year Comparison | | | | | | | | | |
|---|--|-------|-------|----------|-------|-------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
| | School | | | District | | | State | | |
| | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 | 12-13 | 13-14 | 14-15 |
| Science | 51 | 53 | 26 | 50 | 50 | 44 | 59 | 60 | 56 |

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|----------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 6 | 355 | 338 | 95.2 | 39 | 32 | 23 | 6 |
| | 7 | 398 | 389 | 97.7 | 40 | 33 | 26 | 2 |
| | 8 | 359 | 346 | 96.4 | 32 | 33 | 28 | 5 |
| Male | 6 | | 178 | 50.1 | 46 | 31 | 19 | 4 |
| | 7 | | 184 | 46.2 | 46 | 30 | 23 | 1 |
| | 8 | | 168 | 46.8 | 39 | 33 | 23 | 4 |
| Female | 6 | | 160 | 45.1 | 31 | 32 | 29 | 8 |
| | 7 | | 205 | 51.5 | 34 | 35 | 28 | 2 |
| | 8 | | 178 | 49.6 | 25 | 33 | 33 | 7 |
| Black or African American | 6 | | 9 | 2.5 | -- | -- | -- | -- |
| | 7 | | 7 | 1.8 | -- | -- | -- | -- |
| | 8 | | 8 | 2.2 | -- | -- | -- | -- |
| American Indian or Alaska Native | 8 | | 2 | 0.6 | -- | -- | -- | -- |
| Asian | 6 | | 1 | 0.3 | -- | -- | -- | -- |
| | 7 | | 4 | 1.0 | -- | -- | -- | -- |
| | 8 | | 2 | 0.6 | -- | -- | -- | -- |
| Filipino | 7 | | 6 | 1.5 | -- | -- | -- | -- |
| | 8 | | 3 | 0.8 | -- | -- | -- | -- |
| Hispanic or Latino | 6 | | 309 | 87.0 | 40 | 32 | 22 | 6 |
| | 7 | | 346 | 86.9 | 40 | 33 | 24 | 2 |
| | 8 | | 301 | 83.8 | 34 | 34 | 26 | 5 |
| White | 6 | | 13 | 3.7 | 38 | 31 | 23 | 8 |
| | 7 | | 23 | 5.8 | 43 | 22 | 30 | 4 |
| | 8 | | 26 | 7.2 | 19 | 23 | 38 | 15 |
| Two or More Races | 6 | | 6 | 1.7 | -- | -- | -- | -- |
| | 7 | | 2 | 0.5 | -- | -- | -- | -- |
| | 8 | | 3 | 0.8 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 6 | | 324 | 91.3 | 40 | 32 | 23 | 5 |
| | 7 | | 366 | 92.0 | 41 | 33 | 24 | 2 |
| | 8 | | 330 | 91.9 | 32 | 33 | 28 | 5 |
| English Learners | 6 | | 128 | 36.1 | 64 | 28 | 5 | 2 |
| | 7 | | 118 | 29.6 | 74 | 24 | 3 | 0 |
| | 8 | | 91 | 25.3 | 77 | 18 | 4 | 0 |
| Students with Disabilities | 6 | | 35 | 9.9 | 89 | 11 | 0 | 0 |
| | 7 | | 31 | 7.8 | 87 | 10 | 3 | 0 |
| | 8 | | 26 | 7.2 | 58 | 27 | 15 | 0 |

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

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|---|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Students Receiving Migrant Education Services | 7 | | 1 | 0.3 | -- | -- | -- | -- |
| Foster Youth | 6 | | -- | -- | -- | -- | -- | -- |
| | 7 | | -- | -- | -- | -- | -- | -- |
| | 8 | | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

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

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|----------------------------------|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| All Students | 6 | 355 | 346 | 97.5 | 55 | 29 | 11 | 5 |
| | 7 | 398 | 392 | 98.5 | 53 | 29 | 15 | 3 |
| | 8 | 359 | 348 | 96.9 | 62 | 22 | 10 | 5 |
| Male | 6 | | 183 | 51.5 | 56 | 30 | 8 | 5 |
| | 7 | | 186 | 46.7 | 52 | 29 | 17 | 2 |
| | 8 | | 170 | 47.4 | 66 | 18 | 10 | 5 |
| Female | 6 | | 163 | 45.9 | 53 | 27 | 15 | 5 |
| | 7 | | 206 | 51.8 | 53 | 29 | 13 | 5 |
| | 8 | | 178 | 49.6 | 59 | 25 | 10 | 6 |
| Black or African American | 6 | | 9 | 2.5 | -- | -- | -- | -- |
| | 7 | | 7 | 1.8 | -- | -- | -- | -- |
| | 8 | | 8 | 2.2 | -- | -- | -- | -- |
| American Indian or Alaska Native | 8 | | 2 | 0.6 | -- | -- | -- | -- |
| Asian | 6 | | 1 | 0.3 | -- | -- | -- | -- |
| | 7 | | 4 | 1.0 | -- | -- | -- | -- |
| | 8 | | 2 | 0.6 | -- | -- | -- | -- |
| Filipino | 7 | | 6 | 1.5 | -- | -- | -- | -- |
| | 8 | | 3 | 0.8 | -- | -- | -- | -- |
| Hispanic or Latino | 6 | | 317 | 89.3 | 55 | 28 | 12 | 6 |
| | 7 | | 348 | 87.4 | 54 | 28 | 15 | 3 |
| | 8 | | 303 | 84.4 | 65 | 21 | 10 | 4 |
| White | 6 | | 13 | 3.7 | 46 | 46 | 8 | 0 |
| | 7 | | 23 | 5.8 | 57 | 17 | 22 | 4 |
| | 8 | | 26 | 7.2 | 50 | 19 | 15 | 12 |

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

| Student Group | Grade | Number of Students | | Percent of Students | | | | |
|--|-------|--------------------|--------|---------------------|------------------|---------------------|--------------|-------------------|
| | | Enrolled | Tested | Tested | Standard Not Met | Standard Nearly Met | Standard Met | Standard Exceeded |
| Two or More Races | 6 | | 6 | 1.7 | -- | -- | -- | -- |
| | 7 | | 3 | 0.8 | -- | -- | -- | -- |
| | 8 | | 3 | 0.8 | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 6 | | 332 | 93.5 | 55 | 29 | 11 | 5 |
| | 7 | | 368 | 92.5 | 54 | 28 | 15 | 3 |
| | 8 | | 331 | 92.2 | 63 | 22 | 9 | 5 |
| English Learners | 6 | | 135 | 38.0 | 76 | 21 | 1 | 1 |
| | 7 | | 120 | 30.2 | 85 | 12 | 3 | 0 |
| | 8 | | 91 | 25.3 | 93 | 7 | 0 | 0 |
| Students with Disabilities | 6 | | 35 | 9.9 | 94 | 6 | 0 | 0 |
| | 7 | | 31 | 7.8 | 84 | 10 | 6 | 0 |
| | 8 | | 26 | 7.2 | 88 | 12 | 0 | 0 |
| Students Receiving Migrant Education Services | 7 | | 1 | 0.3 | -- | -- | -- | -- |
| Foster Youth | 6 | | -- | -- | -- | -- | -- | -- |
| | 7 | | -- | -- | -- | -- | -- | -- |
| | 8 | | -- | -- | -- | -- | -- | -- |

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Nellie N. Coffman Middle School provides accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. The development of the NNCMS parent involvement policy ensure that they are given a current copy of the NNCMS Parent Involvement Policy during Back to School Night and the first ELAC meeting of the year. They are asked for their input on modifying the plan. In addition, modifications are made, as necessary for parents to access the policy and provide feedback on possible revisions. Band Boosters and (ELAC) Bilingual Parents groups meet on a monthly basis to share information about student activities and important school issues. The School Site Council meets once a month and is the official body to which students, staff and parents are elected, and which is responsible for our school plan and budget matters. At the beginning of each year, parents are invited to run for School Site Council or to join any of the parent organizations on campus. In addition, Back to School night and Parent Conferences are good times to meet the students' teachers and learn about what they are studying. Each of our teachers also has an email account and welcomes questions and concerns from parents. Parents can log into "Parent Vue" from home or any other computer outlet including NNC's Parent Center to check on their students. Parents are also welcome to attend class with their students as long as they check into the office prior to going into classrooms. All of our administrators have an open door policy, and our counselors set up student success team meetings for parents with more serious concerns.

The NNC Parent Center was created two years ago to provide support, resources and training for our parents and families. NNC's two Parent Coordinators are actively involved in organizing and supporting academic family activities and school involvement nights. Ideas to involve parents, after appropriate training in instructional and support roles at the school:

1. Volunteer program
2. School Site Council
3. ELAC Committee
4. Parents trained in instructional strategies
5. Parent handbooks for supporting their students on homework
6. Library Book Fairs
7. GATE Advisory

8.DELAC

9.Project 2 Inspire for parents

Ideas to provide parents with knowledge of techniques designed to assist children in learning at home:

- 1.Electronic/Paper Parent Newsletter
- 2.School provides a book for homework support for parents in English and Spanish
- 3.Ongoing training on topics assessed from Parent surveys are provided regularly by Parent Coordinators and staff.
- 4.Grades and homework are posted online - Parent Connect
- 5.SST, 504 and IEP meetings on-line ideas for parents
- 6.Project 2 Inspire for parents

Ways to educate staff with the input of parents on how to value and support parent education (CPM requirement):

- 1.Teachers have been provided with a school handbook book that assists parents with providing their children with homework support
- 2.Continuous feedback between parents, school counselors and teaching staff via conferences, email,progress reports
- 3.Parent survey data
- 4.Educational trainings specific to parents assessed needs based on survey data
5. Professional development for teacher on how to effectively work with and garner parent support.

Ideas to provide access to and coordinate community and support services for children and families:

- 1.All NNC parents received a letter in September 2015 from Dr. Christine Anderson, Superintendent of Palm Springs Unified School District, notifying them of the Program Improvement status of Nellie N. Coffman.
- 2.The NNC Parent Involvement Policy is distributed to all parents at the beginning of each school year.
- 3.An NNC Compact has been developed and approved by staff and parents for use. The signed Compacts are on file in the NNC office.
- 4.A school activity calendar is sent home by mail to parents monthly and is available in the Parent Center.
- 5.Site counselors provide parents with information about available community resources as does the Parent Resource Center.
- 6.Community aides and a site At Risk Resource Specialist support and work with families with high rates of absences from school.
- 7.School psychologists provide resources to parents for community service agencies

State Priority: School Climate

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

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

We provide a firm, fair, consistent plan for school discipline, with clear rules and consequences. In addition to a comprehensive system of school-wide discipline, that ensures a positive protected learning environment, we have a variety of after school activities and clubs that ensures our students stay involved in school. We are committed to providing a safe, drug free, bully free learning environment by continuously providing education about these issues to all stakeholders,students,parents and teachers.. We utilize a bullying reporting website called 'Sprigeo " that helps us address incidents immediately. Student safety concerns are collected annually through school surveys. Workshops and lessons are built around these assessed needs to ensure we regularly listen to our students and parents and address student safety concerns. Drug dogs are utilized routinely to ensure a drug free learning environment. We adhere to state codes in dealing with issues of violent or profane behavior.We adhere to State Education code for all zero tolerance behaviors: violence,bullying, harassment,drugs.

Two full time Security Officers, 2 lunch supervisors and 3 Administrators provide constant supervision of the campus. Disaster preparedness drills are regularly scheduled to provide practice in the event of an emergency.

Suspensions and Expulsions

| School | 2012-13 | 2013-14 | 2014-15 |
|------------------|---------|---------|---------|
| Suspensions Rate | 15.93 | 12.13 | 11.08 |
| Expulsions Rate | 0.26 | 0.40 | 0.42 |
| District | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 6.94 | 5.92 | 5.64 |
| Expulsions Rate | 0.46 | 0.33 | 0.36 |
| State | 2012-13 | 2013-14 | 2014-15 |
| Suspensions Rate | 5.07 | 4.36 | 3.80 |
| Expulsions Rate | 0.13 | 0.10 | 0.09 |

D. Other SARC Information

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

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

| 2015-16 Federal Intervention Program | | |
|---|-----------|-----------|
| Indicator | School | District |
| Program Improvement Status | In PI | In PI |
| First Year of Program Improvement | 2003-2004 | 2004-2005 |
| Year in Program Improvement | Year 5 | Year 3 |
| Number of Schools Currently in Program Improvement | 18 | |
| Percent of Schools Currently in Program Improvement | 69.2 | |

Average Class Size and Class Size Distribution (Secondary)

| Subject | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|---------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 1-22 | | | 23-32 | | | 33+ | | |
| | | | | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| English | 27 | 25 | 23 | 9 | 11 | 20 | 11 | 15 | 12 | 12 | 9 | 6 |
| Math | 30 | 24 | 22 | 5 | 12 | 18 | 10 | 12 | 15 | 11 | 10 | 2 |
| Science | 37 | 31 | 25 | 1 | 3 | 6 | 2 | 7 | 19 | 15 | 13 | 4 |
| SS | 35 | 31 | 27 | | 3 | 7 | 5 | 6 | 5 | 14 | 14 | 15 |

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Academic Counselors and Other Support Staff at this School | |
|--|-----|
| Number of Full-Time Equivalent (FTE) | |
| Academic Counselor | 0 |
| Counselor (Social/Behavioral or Career Development) | 2 |
| Library Media Teacher (Librarian) | 1 |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | 0.8 |
| Social Worker | 1 |
| Nurse | .3 |
| Speech/Language/Hearing Specialist | .3 |
| Resource Specialist | 1 |
| Other | 0 |
| Average Number of Students per Staff Member | |
| Academic Counselor | 550 |

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| FY 2013-14 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$44,791 | \$43,165 |
| Mid-Range Teacher Salary | \$65,423 | \$68,574 |
| Highest Teacher Salary | \$90,847 | \$89,146 |
| Average Principal Salary (ES) | \$119,924 | \$111,129 |
| Average Principal Salary (MS) | \$119,400 | \$116,569 |
| Average Principal Salary (HS) | \$137,564 | \$127,448 |
| Superintendent Salary | \$210,585 | \$234,382 |
| Percent of District Budget | | |
| Teacher Salaries | 31% | 38% |
| Administrative Salaries | 4% | 5% |

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

Types of Services Funded

1. English Language Learners are scheduled into classes based on their CELDT level, and placement test. ELL students that qualify receive instruction in a two period English 3 D class and an additional math class if necessary. Additional staff has been added to support the monitoring of redesignated EL students and to assist in ELD 1/2 classes. The District funds a site ELL facilitator and ELL department chair. The school uses Title 1 monies to support a Parent and Student Resource Center for EL's.
2. Technology has been provided to all teachers for the purpose of student engagement and increased academic performance.. School improvement funds have been used to support the integration of technology across the school. All teachers are equipped with personal laptops, LCD's and Elmo's and a classroom set of Chrome Carts. There are two wireless laptop labs accessible to students and teachers. There is a station of eight computers for available to all students in the media center. All staff are provided with numerous opportunities for professional development in the use and integration of technology to improve academic performance on site with instructional coaches and professional development off site.
3. Special education students with qualifying IEP goals receive a two period block of math and/or a two period block of language arts. REAd 180 licenses and materials are purchased to support intensive intervention of students, some on IEP's.. Technology has been purchased for every special education teacher for the purpose of student engagement and increased academic performance. All Special Education instructional aides have been trained by a site coach in research based instructional strategies.
4. Underachieving students are closely monitored by the principal, 2 counselors and a resource specialist. The Read 180 program is currently serving students that are Far Below Basic in grades 6, 7, and 8 in Reading. Materials, resources, technologies and training are funded through Title I. Additional periods of math and ELA are provided and additional positions are funded through categoricals such as English 3D. Services include professional development ; supplemental educational services ; Homeless education programs ; Title 1 program services, curriculum and instructional support, local testing services, ELL services, standards and assessment support, and accounting services (\$26,018). Homeless students are provided with support through Child Welfare and Attendance along with site counselors. All required instructional materials are provided to the students at no cost upon request to the families(uniforms, yearbook, agendas, paper, etc.) Special education programs in place at NNC include SDC, and RSP.

Professional Development provided for Teachers

Teachers: All professional development activities are focused on the successful implementation of the California Common State Standards. Teachers receive on-going support in Carnegie Math, Digital Storytelling, Chrome Technology Training, Thinking Maps, ERWC(ELA staff), Kagan Structures to increase student verbal fluency and communication skills. The monthly professional development meetings focus on data driven decision making, vertical team articulation and grade level content area articulation. Categorical dollars have funded training with: Write From the Beginning , Kate Kinsella, Kagan Cooperative Learning , "Teach Like a Champion", and math conferences. Staff is also encouraged to work with district committees aligning curriculum and benchmarks with state standards and to attend outside conferences and seminars. Volunteers: Preparing for assisting students with homework assignments and research-based instructional strategies. SSC: District provides training to parents serving on the council once a year. Administrators: Administrators attend all of the same trainings as the teaching and coaching staff as well as monthly administrator trainings provided by the District.

| FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$9,100 | \$2,471 | \$6,629 | \$76,422 |
| District | ♦ | ♦ | \$6,996.03 | \$73,970 |
| State | ♦ | ♦ | \$5,348 | \$72,971 |
| Percent Difference: School Site/District | | | -5.2 | 3.3 |
| Percent Difference: School Site/ State | | | 24.0 | 4.7 |

* Cells with ♦ do not require data.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.