

# Nordstrom Elementary

1425 East Dunne Ave. • Morgan Hill, CA, 95037 • 408-201-6440 • Grades K-5

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

### **Morgan Hill Unified School District**

15600 Concord Circle  
Morgan Hill, CA, 95037  
408-201-6023  
www.mhusd.org

#### District Governing Board

Mary Patterson, President  
Carol Gittens, Vice President  
John Horner, Trustee  
Teresa Murillo, Trustee  
Heather Orosco, Trustee  
Wendy Sullivan, Trustee  
Vanessa Sutter, Trustee

#### District Administration

Steve Betando  
**Superintendent**  
Fawn Myers  
**Assistant Superintendent Human  
Resources**  
Kirsten Perez  
**Assistant Superintendent Business  
Services**  
Dr. Ramon Zavala  
**Assistant Superintendent  
Educational Services**

### **School Description**

Nordstrom Elementary School is an exceptional place for learning! The student and staff population reflect not only the city's ethnic diversity but also its economic, physical, and social complexity. We celebrate the fact that 15 different ethnicities are represented among our student population. Nordstrom is a learning community of students supported by staff, parents, volunteers, community agencies, and businesses working together for academic excellence. Nordstrom School fosters a climate of inclusiveness that allows all students to succeed.

Our goal is to provide abundant opportunities for students to achieve their maximum potential as learners, which is consistent with the school goals established collaboratively by teachers and parents. Our efforts focus on continuing to increase student achievement in math problem solving, reading comprehension, writing, and improving the language skills of English learners. Our school focus is for students to demonstrate growth in literacy due to quality first instruction that supports the different learning needs of all students in the classroom. Our challenge is to close the achievement gap between all subgroup populations. Best practices include sharing effective engagement strategies, small group instruction, Guided Language Acquisition Design (GLAD) strategies, guided reading instruction, peer observations, and mentoring.

Nordstrom School is an educational community where students, families and staff partner to ensure the success of every child. Students and staff work creatively, reason critically and embrace innovation. Responsibility is shared within our community to foster rigorous academics, digital ethics and to impart 21st century skills.

## About the SARC

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

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

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	116
Grade 1	97
Grade 2	104
Grade 3	89
Grade 4	94
Grade 5	96
<b>Total Enrollment</b>	<b>596</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.0
American Indian or Alaska Native	1.2
Asian	14.1
Filipino	2.9
Hispanic or Latino	30.7
Native Hawaiian or Pacific Islander	0.2
White	41.9
Socioeconomically Disadvantaged	21.3
English Learners	9.7
Students with Disabilities	9.1
Foster Youth	0.2

## 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			
Nordstrom Elementary	16-17	17-18	18-19
<b>With Full Credential</b>	26	25	27
<b>Without Full Credential</b>	1	1	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Morgan Hill Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	388
<b>Without Full Credential</b>	♦	♦	7
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Nordstrom Elementary	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	1
<b>Total Teacher Misassignments</b>	0	0	1
<b>Vacant Teacher Positions</b>	0	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

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

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Education World of Wonders, Gr TK, McGraw Hill Wonders, Gr K-5 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Pearson Investigations with Envision supplement Gr K-5 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillian-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science Series The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Houghton Mifflin Social Science Series McDougal Littell CA (half year), Pearson My World (half year) 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)

Nordstrom was built in the mid 1960's and was dedicated in 1965.

As part of the Measure G Bond funds, Nordstrom was re-roofed, new HVAC units installed, fire alarm system replacement and received a technology infrastructure upgrade which included WiFi in every classroom and exterior, a new phone system and a new public address system including new clock and speakers throughout the campus. A school Master Plan for additional classroom buildings is currently under design.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: Jul/Aug 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	HVAC units installed 2014.
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	Fire alarm replacement 2015.
<b>Structural:</b> Structural Damage, Roofs	Good	Roof replacement 2014.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
<b>Overall Rating</b>	<b>Exemplary</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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	72.0	67.0	52.0	52.0	48.0	50.0
Math	61.0	61.0	42.0	43.0	37.0	38.0

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

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

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

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	24.2	34.7	7.4

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

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	284	278	97.89	66.55
<b>Male</b>	149	147	98.66	62.59
<b>Female</b>	135	131	97.04	70.99
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	45	44	97.78	84.09
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	90	88	97.78	45.45
<b>White</b>	113	110	97.35	75.45
<b>Two or More Races</b>	17	17	100.00	70.59
<b>Socioeconomically Disadvantaged</b>	63	63	100.00	39.68
<b>English Learners</b>	44	42	95.45	57.14
<b>Students with Disabilities</b>	32	31	96.88	35.48
<b>Students Receiving Migrant Education Services</b>	--	--	--	--
<b>Foster Youth</b>	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

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

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	284	280	98.59	61.43
Male	149	147	98.66	59.86
Female	135	133	98.52	63.16
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	45	44	97.78	84.09
Filipino	--	--	--	--
Hispanic or Latino	90	89	98.89	43.82
White	113	111	98.23	66.67
Two or More Races	17	17	100	70.59
Socioeconomically Disadvantaged	63	63	100	36.51
English Learners	44	43	97.73	48.84
Students with Disabilities	32	31	96.88	32.26
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### C. Engagement

#### State Priority: Parental Involvement

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

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

#### Opportunities for Parental Involvement (School Year 2018-19)

Parent volunteers provide extra hands to help Nordstrom School run smoothly on a daily basis. The Home and School Club organizes three large fundraisers to support the school library, technology, classroom supplies, enrichment, and field trips. They also sponsor the Fall Family Fun Night and Dinner, where families share food and good company in a relaxed environment in order to build the school community. To encourage community, morning coffee and pastries, movie nights, dances with parents and students, bingo nights, food at Open House and Back to School Nights are initiated on campus. These activities encourage parent involvement on campus. During monthly meetings, parents work with staff on our School Site Council to help make budget decisions, while an active English Language Advisory Committee provides support for our English learner community. Parents support an afterschool science club, a theater project, a choral music program, band, chess clubs, Spanish club, robotics club, organized recess activities five days a week, and a GATE enrichment program. This year Nordstrom was able to provide visual and performing arts (VAPA) weekly through a grant that was awarded to the school. Students participated in art instruction, dance, and theater with small productions for parents as a culminating event. Teachers also support art projects in the classroom. Parents organize PE equipment, class parties, help with field trips, stuff Friday Folders, and volunteer in the classroom. Help is also provided with organizing safety kits for each classroom and the leveled bookroom for teachers. The contact person for parent involvement is our Home and School Club President Jen Kim.

#### 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

School staff monitors the school grounds for 15 minutes before and after school as well as at all recesses and at lunch time. Teachers regularly review the rules for safe, responsible behavior in school and on the playground. Our School Resource Officer (SRO) presents a Student Safety Assembly for students. Project Cornerstone was implemented to help train students in appropriate behavior both inside and outside during recess. We also have MakerSpace during lunches which is a collaborative space where students explore, share, problem solve, and create using tools and their imagination which reduces the amount of students on the playground during lunch time. Home and School Club has provided Nordstrom with the opportunity of organized play provided by OneYard Youth Sports Organization before school, during all recess, and during the lunchtime. We have a closed campus that is fenced on all sides. Visitors must enter the school through the main door and sign in and out at the office, where they receive a visitor's pass to wear throughout their stay.

We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We keep copies in the office for parents and share the plan with all staff during a school-wide staff meeting. We practice fire drills monthly, earthquake drills three times a year, and hold trainings for staff on emergency preparedness annually. Nordstrom staff is trained with the Morgan Hill Police Department for emergency lockdown and continue with Run Hide Defend Drills annually. Further, parents are offered opportunity for training of the Run Hid Defend protocol.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.3	0.3
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	2.5	4.2	4.9
Expulsions Rate	0.1	0.1	0.1
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

### D. Other SARC Information

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.4
Social Worker	
Nurse	.15
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

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

**Average Class Size and Class Size Distribution (Elementary)**

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	19	24	20	2	2	1	4	5	5		1	
1	23	25	23				3	4	4			
2	25	22	26				4	4	4			
3	31	24	22				3	4	4			
4	30	31	31				4	3	3			
5	24	30	32	1			3	4	3			
6	30						3					

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

**Professional Development provided for Teachers**

Nordstrom teachers and staff promote a Professional Learning Community through weekly collaboration, district professional development sessions and numerous on-site activities. Topics for weekly collaborations are guided by the leadership team made up of one teacher from each grade level. To further the learning of innovative teaching strategies, staff have read professional books on best teaching strategies, participated in profession development in English Language Ares ELA/ELD strategies, the grade level teams use half day planning days for analyzing data and designing next steps for students, and use release time to observe and discuss specific teaching practices of colleagues.

Collaborative time includes dialogue surrounding the readings to further understanding on theory and implementation, cross grade level collegial discussions and planning, distributed leadership teams that support student achievement, school climate, and community outreach, and outside professional development to enhance the curriculum planning.

In 2016-2017, all teachers were trained in the new Math Curriculum, Pearson Investigations. This was a shift in practice and learning for teachers and students because the lesson delivery is inquiry based rather than direct teaching. Students are asked to be problem solvers and to think deeply about their methods of mathematical reasoning.

In 2017-18 the district adopted Language Arts McGraw Hill Wonders. Instructional shifts have progressed so that all students will begin to master the essential standards. Training continues for all teachers in E. L. Achieve, the district's support curriculum for ELD (English Language Development) for English learners as well as the integrated supports in McGraw Hill Wonders.

In 2018-2019, all teachers were trained in the new Pearson Social Studies Curriculum. Soon after the training, all staff continued to collaborate within their grade level teams to develop units of study. The curriculum compliments our ELA curriculum and each program supports the other.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,713	\$47,547
Mid-Range Teacher Salary	\$79,027	\$74,775
Highest Teacher Salary	\$99,994	\$93,651
Average Principal Salary (ES)	\$118,409	\$116,377
Average Principal Salary (MS)	\$124,347	\$122,978
Average Principal Salary (HS)	\$134,968	\$135,565
Superintendent Salary	\$255,234	\$222,853
Percent of District Budget		
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	6.0

\* 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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5120.62	81.04	5039.58	80325
District	◆	◆	8061.40	\$75,780
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-46.1	5.8
Percent Difference: School Site/ State			-34.3	4.8

\* Cells with ◆ do not require data.

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



**Types of Services Funded**

Most site funds come from site based allocations based on student population and attendance. This money is used to support the daily operation of the school, purchase classroom supplies, and help move the school forward academically. State funding supports our English Language Learners by funding an after school Intervention Program and provides support within the classroom. In addition, state funds also support our GATE students, technology needs, Safety Patrol, and provide intervention materials and additional instructional materials. Nordstrom also receives donations from a wide variety of sources to help with supplies for the classroom and special projects. The Home and School club organizes three major fund-raisers to provide classroom enrichment, supplies, and field trips.

**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.