

Nordstrom Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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/fq/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).

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.

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Morgan Hill Unified
Phone Number	(408) 201-6023
Superintendent	Steve Betando
Email Address	betandos@mhusd.org
Website	www.mhusd.org

School Contact Information (School Year 2019—20)	
School Name	Nordstrom Elementary
Street	1425 East Dunne Ave.
City, State, Zip	Morgan Hill, Ca, 95037-7029
Phone Number	408-201-6440
Principal	Debbie Grove, Principal
Email Address	groved@mhusd.org
Website	www.mhusd.org
County-District-School (CDS) Code	43695836047914

Last updated: 12/17/2019

School Description and Mission Statement (School Year 2019—20)

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.

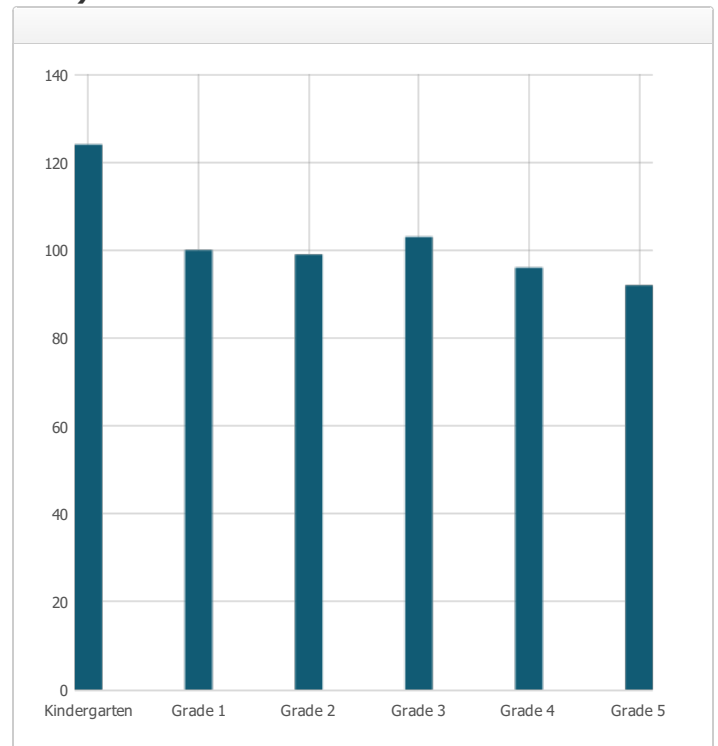
Our goal is to provide abundant opportunities for students to achieve their maximum potential as learners, which is consistent with the school goals established collaboratively by teachers and parents. Our efforts focus on continuing to increase student achievement in math problem solving, reading comprehension, writing, and improving the language skills of English learners. Our school focus is for students to demonstrate growth in writing 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, workshop model teaching, 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.

Last updated: 12/16/2019

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	124
Grade 1	100
Grade 2	99
Grade 3	103
Grade 4	96
Grade 5	92
Total Enrollment	614



Last updated: 1/3/2020

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	0.80 %
American Indian or Alaska Native	0.70 %
Asian	13.20 %
Filipino	2.80 %
Hispanic or Latino	28.20 %
Native Hawaiian or Pacific Islander	0.20 %
White	44.80 %
Two or More Races	7.70 %
Other	-2.60 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	17.40 %
English Learners	10.60 %
Students with Disabilities	9.10 %
Foster Youth	0.50 %
Homeless	4.20 %

A. Conditions of Learning

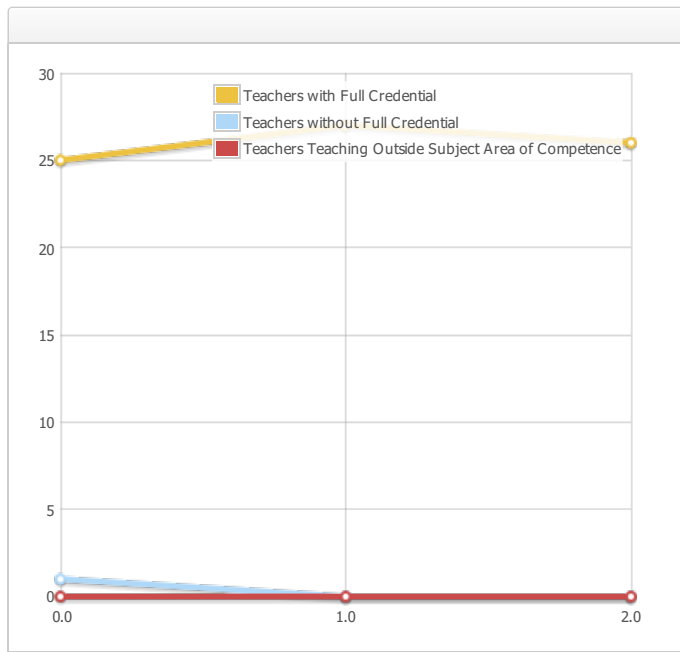
State Priority: Basic

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

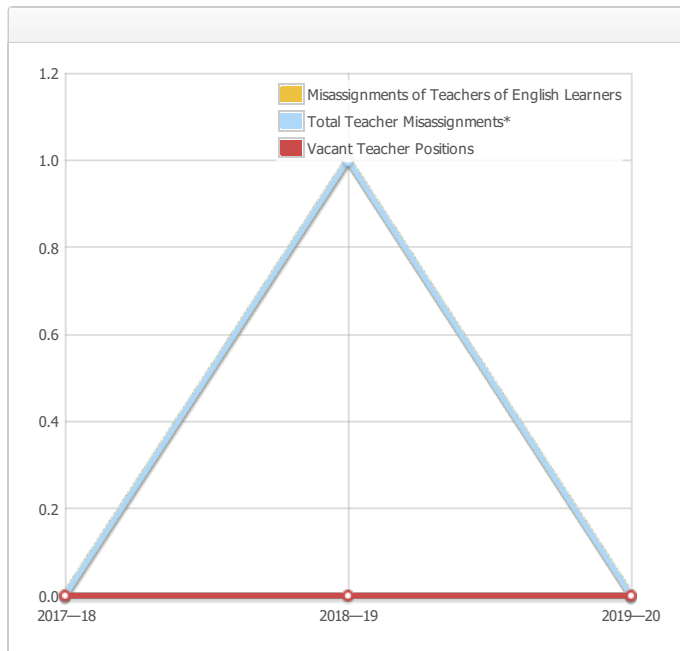
Teachers	School 2017—18	School 2018—19	School 2019—20	District 2019—20
With Full Credential	25	27	26	364
Without Full Credential	1	0	0	11
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	6



Last updated: 12/16/2019

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017—18	2018—19	2019—20
Misassignments of Teachers of English Learners	0	1	0
Total Teacher Misassignments*	0	1	0
Vacant Teacher Positions	0	0	0



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

Last updated: 12/16/2019

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education World of Wonders, Gr TK, McGraw Hill Wonders, Gr K-5	Yes	0.00 %
Mathematics	Pearson Investigations with Envision supplement	Yes	0.00 %
Science	TWIG Science by TWIG Education	Yes	0.00 %
History-Social Science	Pearson My World	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/2/2020

School Facility Conditions and Planned Improvements

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.

Beginning in December 2019, the portables classrooms will be replaced with permanent classroom buildings.

Last updated: 12/17/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Exemplary
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Last updated: 12/17/2019

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017–18	School 2018–19	District 2017–18	District 2018–19	State 2017–18	State 2018–19
English Language Arts / Literacy (grades 3-8 and 11)	67.0%	67.0%	52.0%	52.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	61.0%	62.0%	43.0%	43.0%	38.0%	39.0%

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.

Last updated: 1/3/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	293	288	98.29%	1.71%	67.01%
Male	146	143	97.95%	2.05%	64.34%
Female	147	145	98.64%	1.36%	69.66%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	43	41	95%	4.65%	82.93%
Filipino	--	--	--	--	
Hispanic or Latino	91	90	98.90%	1.10%	48.89%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	119	117	98.32%	1.68%	73.50%
Two or More Races	21	21	100.00%	0.00%	80.95%
Socioeconomically Disadvantaged	67	66	98.51%	1.49%	37.88%
English Learners	46	46	100.00%	0.00%	50.00%
Students with Disabilities	40	39	97.50%	2.50%	25.64%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless				0.00%	

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.

Last updated: 1/3/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	292	286	97.95%	2.05%	61.89%
Male	145	141	97.24%	2.76%	63.83%
Female	147	145	98.64%	1.36%	60.00%
Black or African American	--	--	--	--	
American Indian or Alaska Native	--	--	--	--	
Asian	43	41	95%	4.65%	80.49%
Filipino	--	--	--	--	
Hispanic or Latino	90	88	97.78%	2.22%	45.45%
Native Hawaiian or Pacific Islander	--	--	--	--	
White	119	117	98.32%	1.68%	64.96%
Two or More Races	21	21	100.00%	0.00%	80.95%
Socioeconomically Disadvantaged	66	64	96.97%	3.03%	32.81%
English Learners	46	46	100.00%	0.00%	43.48%
Students with Disabilities	39	37	94.87%	5.13%	32.43%
Students Receiving Migrant Education Services	--	--	--	--	
Foster Youth	--	--	--	--	
Homeless				0.00%	

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.

Last updated: 1/3/2020

**CAASPP Test Results in Science for All Students
 Grades Five, Eight and High School
 Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)						

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

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

Last updated: 1/3/2020

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

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	17.40%	30.40%	31.50%

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

Last updated: 1/2/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

Parent volunteers provide extra hands to help Nordstrom School run smoothly on a daily basis. The Home and School Club organizes three large fund-raisers to support the school library, technology, classroom supplies, enrichment such as dance and theater, lunch time coaching, 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. We have a Holiday Celebration where families may play games, small budget shopping for kids, and have "Cocoa with Santa". To encourage community, movie nights, dances with parents and students, bingo nights, 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, 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 our parent community. 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 Lesa Pfeffer.

This year we also will be celebrating our school diversity with a multi-cultural fest. Students circulate through tables with countries represented in our community. At the tables they learn cultural dances, play games, or they are just educated about the countries where their friends families originated. It is a special day run completely by our families.

State Priority: Pupil Engagement

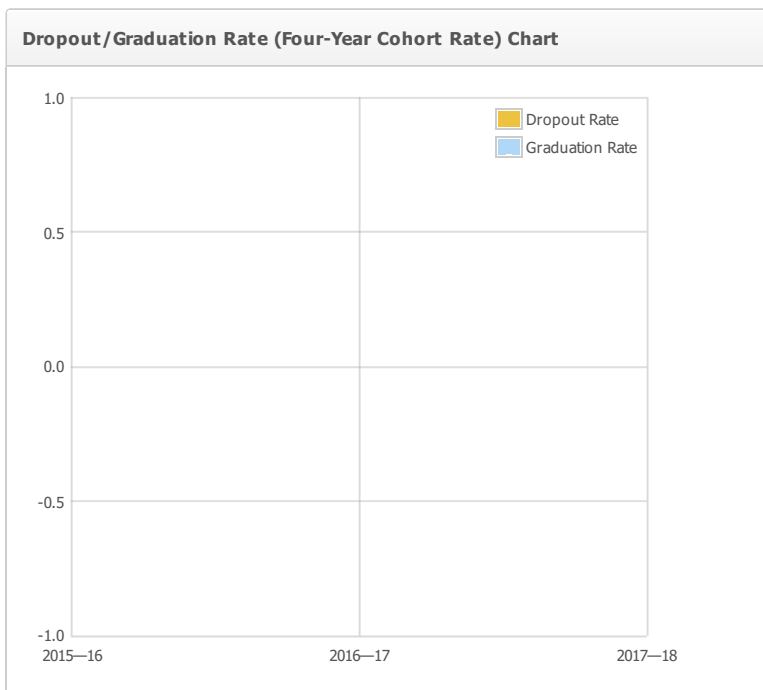
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2015–16	District 2015–16	State 2015–16
Dropout Rate	--	5.40%	9.70%
Graduation Rate	--	88.80%	83.80%

Indicator	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
Dropout Rate	--	--	6.50%	9.00%	9.10%	9.60%
Graduation Rate	--	--	89.00%	86.20%	82.70%	83.00%



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/3/2020

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

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.30%	0.30%	0.50%	4.20%	4.90%	5.00%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.10%	0.10%	0.20%	0.10%	0.10%	0.10%

Last updated: 1/3/2020

School Safety Plan (School Year 2019—20)

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. 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.

Last updated: 12/16/2019

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.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	24.00	2	5	1
1	25.00		4	
2	22.00		4	
3	24.00		4	
4	31.00		3	
5	30.00		4	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	20.00	1	5	
1	23.00		4	
2	26.00		4	
3	22.00		4	
4	31.00		3	
5	32.00		3	
6				
Other**				

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

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

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.00	1	5	
1	24.00		4	
2	25.00		4	
3	26.00		4	
4	32.00		3	
5	31.00		3	
6				
Other**				

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

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

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

Title	Ratio**
Counselors*	0.00

*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 Number of Pupils per Counselor

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.40
Psychologist	0.40
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	1.00
Other	1.00

*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.

Last updated: 1/2/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5233.28	\$18.13	\$5215.15	\$82825.00
District	N/A	N/A	\$7927.41	\$78079.00
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7506.64	\$78059.00
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 12/19/2019

Types of Services Funded (Fiscal Year 2018—19)

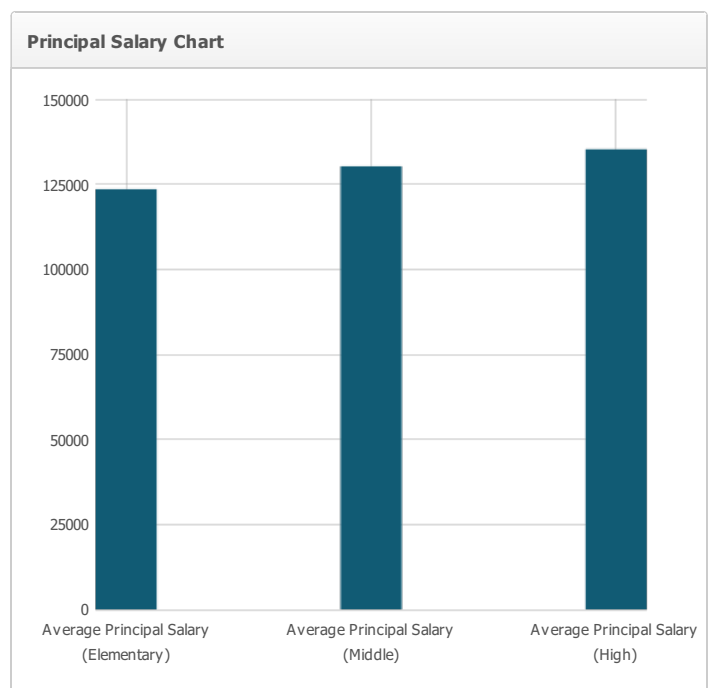
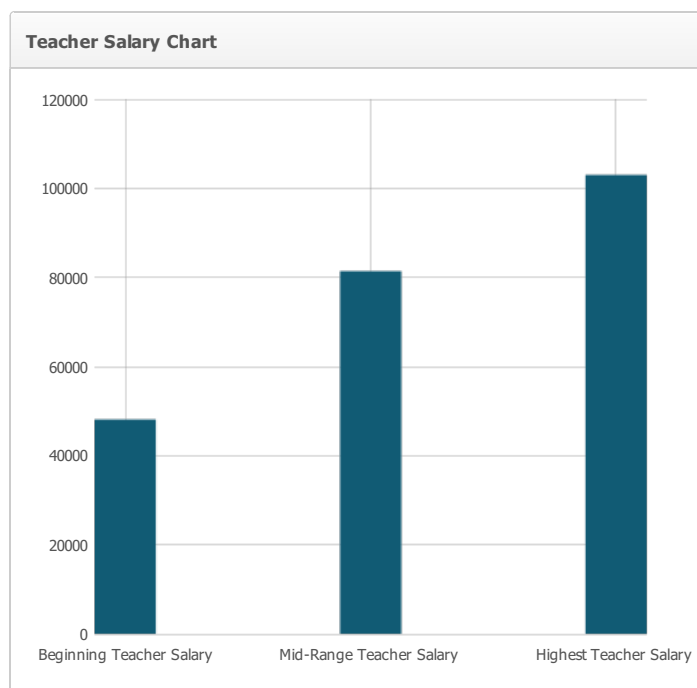
Most site funds come from site based allocations based on student population and attendance. This money is used to support the daily operation of the school, purchase classroom supplies, and help move the school forward academically. State funding supports our English Language Learners by funding an 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.

Last updated: 12/16/2019

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$48,115	\$49,084
Mid-Range Teacher Salary	\$81,398	\$76,091
Highest Teacher Salary	\$102,994	\$95,728
Average Principal Salary (Elementary)	\$123,538	\$118,990
Average Principal Salary (Middle)	\$130,264	\$125,674
Average Principal Salary (High)	\$135,254	\$137,589
Superintendent Salary	\$262,891	\$230,096
Percent of Budget for Teacher Salaries	34.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	6.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/3/2020

Professional Development

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.

In 2019-2020, teacher leaders and the Principal attended Writer's Workshop training at Teacher's College/Columbia University in New York. The writing units of study were purchased for each teacher on the campus and we are learning, planning, and teaching using the best practices taught to us. The teacher leaders are demonstration classrooms for other teachers to observe and gain insight on delivery of the lessons, to plan lessons, and to answer questions. They also are modeling and training teachers from other school sites on workshop lessons.

District wide professional development (pd) includes two whole day pd's, one additional whole day provided at the site, and weekly one hour collaboratives for a total of

three scheduled whole day pd's or 8 total day equivalents.

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Last updated: 1/3/2020