

Nordstrom Elementary
School Accountability Report Card
Reported Using Data from the 2020—2021 School Year
California Department of Education

Address:	1425 East Dunne Ave. Morgan Hill, CA , 95037-7029	Principal:	Breanna Cull, Principal
Phone:	(408) 201-6440	Grade Span:	K-5

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.

DataQuest

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

California School Dashboard

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

About This School

Breanna Cull, Principal

Principal, Nordstrom Elementary

About Our School

Contact

Nordstrom Elementary
1425 East Dunne Ave.
Morgan Hill, CA 95037-7029

Phone: (408) 201-6440
Email: cullb@mhusd.org

Contact Information (School Year 2021—2022)

District Contact Information (School Year 2021—2022)

District Name	Morgan Hill Unified
Phone Number	(408) 201-6023
Superintendent	Garcia, Carmen
Email Address	garcia@carmen@mhusd.org
Website	www.mhusd.org

School Contact Information (School Year 2021—2022)

School Name	Nordstrom Elementary
Street	1425 East Dunne Ave.
City, State, Zip	Morgan Hill, CA , 95037-7029
Phone Number	(408) 201-6440
Principal	Breanna Cull, Principal
Email Address	cullb@mhusd.org
Website	https://nordstrom.mhusd.org/
County-District-School (CDS) Code	43695836047914

Last updated: 1/14/22

School Description and Mission Statement (School Year 2021—2022)

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.

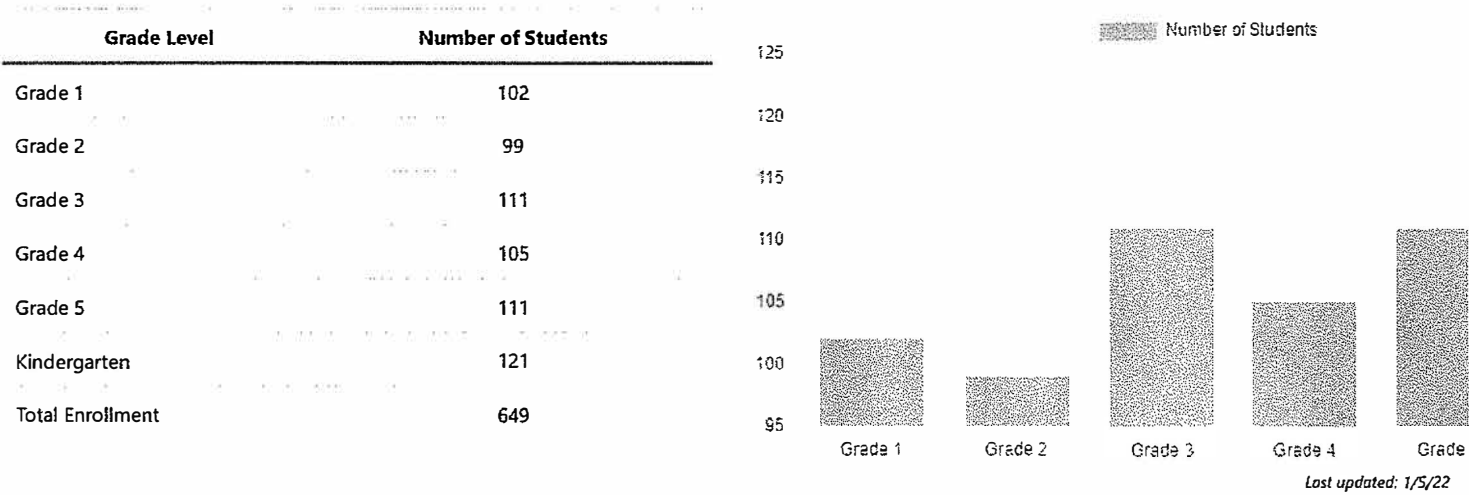
Our goal is to provide abundant opportunities for students to achieve their maximum potential as learners, which is consistent with the school goals established collaboratively by teachers and parents. Our efforts focus on continuing to increase student achievement in math problem solving, reading comprehension, 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 student groups. Best practices include sharing effective engagement strategies, small group instruction, Guided Language Acquisition Design (GLAD) strategies, workshop model teaching, guided reading instruction, peer observations, co teaching, data driven decision making, 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.

As a site, we also have a strong focus on the social/emotional wellbeing of our students. At Nordstrom we run the Second Step program, which focuses on positive self talk, self regulation and conflict resolution. Teachers present mini lessons to students which are reinforced throughout the day both in and outside of the classroom. Discovery Counseling is also available to students that need additional support. Along with academics and social/emotional learning, Nordstrom is also providing enrichment opportunities through the StartingArts theater and dance program, One Yard, Odyssey of the Mind, and the school play. Our after school program has been restructured to focus on book clubs, teaching number sense, and providing STEAM opportunities for students that need an extra boost. These spots are determined by the site wide data that is collected on a regular basis.

Last updated: 1/19/22

Student Enrollment by Grade Level (School Year 2020—2021)



Student Enrollment by Student Group (School Year 2020—2021)

Student Group	Student Group	Student Group (Other)	Student Group
Black or African American	0.60%	Socioeconomically Disadvantaged	15.60%
American Indian or Alaska Native	0.60%	English Learners	8.30%
Asian	14.00%	Students with Disabilities	9.40%
Filipino	2.60%	Foster Youth	0.20%
Hispanic or Latino	29.40%	Homeless	4.00%
Native Hawaiian or Pacific Islander	0.30%		
White	40.10%		
Two or More Races	9.10%		

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

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021—2022)

Year and month in which the data were collected: December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Read 180 Stage A-C System 44 W.O.W. My Word Book Readers Your Turn Practice Book Close Reading Companion ELD Companion (EL's Only) Literature Anthology Readers, Writer's Workshop Expanding/Bridging ELD Companion Emerging ELD Companion Unit 1-6	Yes	0%
Mathematics	Investigations Worktext	Yes	0%
Science	Twig Science Module 1-5	Yes	0%
History-Social Science	My World Worktext	Yes	0%
Foreign Language	n/a		0%
Health	n/a		0%
Visual and Performing Arts	n/a		0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0%

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

Last updated: 12/28/21

School Facility Conditions and Planned Improvements

Generally the entire campus (inside and outside) is well maintained. There are new classroom buildings on site and most restrooms have been recently upgraded. The remaining finishes are nearing the end of their life (flooring, casework, ceiling tiles) but are being maintained in a safe and clean way. There is a modernization scheduled for the administration building.

Last updated: 1/18/22

School Facility Good Repair Status

Using the most recently collected Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2022

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: January 2022

Overall Rating	Exemplary
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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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
English Language Arts / Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

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: 1/11/22

Nordstrom Elementary School

English Language Arts	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	328	304	93%	7%	91%
Female	159	146	92%	8%	93%
Male	169	158	93%	7%	90%
American Indian or Alaskan Native	3	3	100%	0%	
Asian	41	41	100%	0%	95%
Black or African American	3	3	100%	0%	
Filipino	6	6	100%	0%	
Hispanic or Latino	104	93	89%	11%	84%
Native Hawaiian or Pacific Islander	1	1	100%	0%	
Not Specified	7	7	100%	0%	
Two or More Races	31	28	90%	10%	96%
White	132	122	92%	8%	96%
English Learners	19	17	89%	11%	88%
Foster Youth	3	3	100%	0%	
Homeless	34	30	88%	12%	67%
Military	11	10	91%	9%	
Socioeconomically Disadvantaged	48	42	88%	13%	69%
Migrant Education	0				
Students with Disabilities	37	30	81%	19%	60%

Mathematics	Total Enrollment	Number Tested	Percent Tested	Percent not Tested	Percent at or above grade level.
All	328	303	92%	8%	85%
Female	159	148	93%	7%	84%
Male	169	155	92%	8%	87%
American Indian or Alaskan Native	3	2	67%	33%	
Asian	41	41	100%	0%	93%
Black or African American	3	3	100%	0%	
Filipino	6	6	100%	0%	
Hispanic or Latino	104	95	91%	9%	78%
Native Hawaiian or Pacific Islander	1	1	100%	0%	
Not Specified	7	7	100%	0%	
Two or More Races	31	26	84%	16%	81%
White	132	122	92%	8%	91%
English Learners	19	18	95%	5%	72%
Foster Youth	3	2	67%	33%	
Homeless	34	30	88%	12%	53%
Military	11	10	91%	9%	
Socioeconomically Disadvantaged	48	41	85%	15%	59%
Migrant Education	0				
Students with Disabilities	37	29	78%	22%	41%

Note: NWEA MAP growth assessments in Mathematics and English Language Arts/Reading were administered in the spring of 2020-21 to students in grades 3-8, 11. Percent at or above grade level was determined by the number of students scoring above one standard deviation below the NWEA Nationally Normed grade level averages determined by the pre-pandemic NWEA National norm study. Student groups with less than 10 members do not report Percent At or Above grade level in accordance with Federal Data Privacy requirements.

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 2019-2020	School 2020-2021	District 2019-2020	District 2020-2021	State 2019-2020	State 2020-2021
Science (grades 5, 8, and high school)	N/A	N/T	N/A	N/T	N/A	28.72

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018—2019 school year.

Last updated: 1/11/22

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 2020—2021)

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019—2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019—2020 school year.

Last updated: 1/11/22

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 2021-2022)

Parent volunteers provide extra hands to help Nordstrom School run smoothly on a daily basis. This year, the Home and School Club has organized monthly teacher appreciation activities, a Scholastic book fair, and our first annual Pastries with Parents Toy Drive. Our main fundraiser this year will be the Apex Run, which takes place in March. Along with this fundraiser, there are monthly restaurant nights and other collaborations with small businesses in our community. All of these fundraisers allow us to have the Starting Arts, One Yard and Dreambox programs on campus, along with several smaller contributions. As the site begins to open more, we hope to bring back our Father/Daughter Dance, Mother/Son Bingo night, and other fun community events.

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. We look forward to parents being able to support a theater project, chess clubs, organized recess activities five days a week, Odyssey of the Mind, and other enrichment programs. This year Nordstrom is looking forward to providing visual and performing arts (VAPA) weekly through our parent community. Students will participate virtually in dance, and theater with small productions for parents as a culminating event. The contact person for parent involvement is our Home and School Club President Lesa Pfeffer.

Two years ago we celebrated our school diversity with a multi-cultural fest. We have had success with this event in the past and plan to bring this back to our community in the Spring.

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 2018-2019	School 2019-2020	School 2020-2021	District 2018-2019	District 2019-2020	District 2020-2021	State 2018-2019	State 2019-2020	State 2020-2021
Dropout Rate	--	--	--	12.20%	9.00%	3.30%	9.00%	8.90%	9.40%
Graduation Rate	--	--	--	84.00%	87.00%	89.20%	84.50%	84.20%	83.60%

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

(data collected between July through June, each full school year respectively)

Rate	School 2018-2019	School 2020-2021	District 2018-2019	District 2020-2021	State 2018-2019	State 2020-2021
Suspensions	0.47%	0.00%	4.97%	0.07%	3.47%	0.20%
Expulsions	0.00%	0.00%	0.16%	0.00%	0.08%	0.00%

Suspensions and Expulsions for School Year 2019—2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-2020	District 2019-2020	State 2019-2020
Suspensions	0.15%	3.64%	2.45%
Expulsions	0.00%	0.11%	0.05%

Note: The 2019—2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019—2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019—2020 school year compared to prior years.

Last updated: 1/11/22

School Safety Plan (School Year 2021-2022)

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 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. All visitors must also show proof of COVID-19 vaccine.

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 Hide Defend protocol.

Last updated: 12/27/21

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 2018-2019

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	23.00		4	
1	24.00		4	
2	25.00		4	
3	26.00		4	
4	32.00		3	
5	31.00		3	
6				
Other**				0

* 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 2019-2020

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	26.0		4	
1	27.00		4	
2	27.00		4	
3	29.00		3	
4	30.00		3	
5	30.00		3	
6				
Other**	21.00	1	1	

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

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

Average Class Size and Class Size Distribution (Elementary) School Year 2020-2021

Grade Level	Average Class Size	Number of Classes *1-20	Number of Classes *21-32	Number of Classes 33+
K	22.00		4	
1	24.00		4	
2	24.00		4	
3	28.00		4	
4	30.00		3	
5	32.00		3	
6				
Other**	21.00	1	1	

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

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

Ratio of Pupils to Academic Counselor (School Year 2020—2021)

Title	Ratio
Pupils to Academic Counselor*	0.0

Last updated: 1/1/00

* 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.

Student Support Services Staff (School Year 2020—2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.34
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.00
Psychologist	1.00
Social Worker	0.00
Nurse	0.15
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other	0.33

Last updated: 1/1/00

* 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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2019-2020)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$5186.74	\$34.14	\$5152.59	\$85192.00
District	N/A	N/A	\$8232.56	\$82914.00
Percent Difference – School Site and District	N/A	N/A	-46.00%	2.70%
State	N/A	N/A	\$8443.83	\$81044.00
Percent Difference – School Site and State	N/A	N/A	-48.40%	5.00%

Last updated: 1/11/22

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

Types of Services Funded (Fiscal Year 2020–2021)

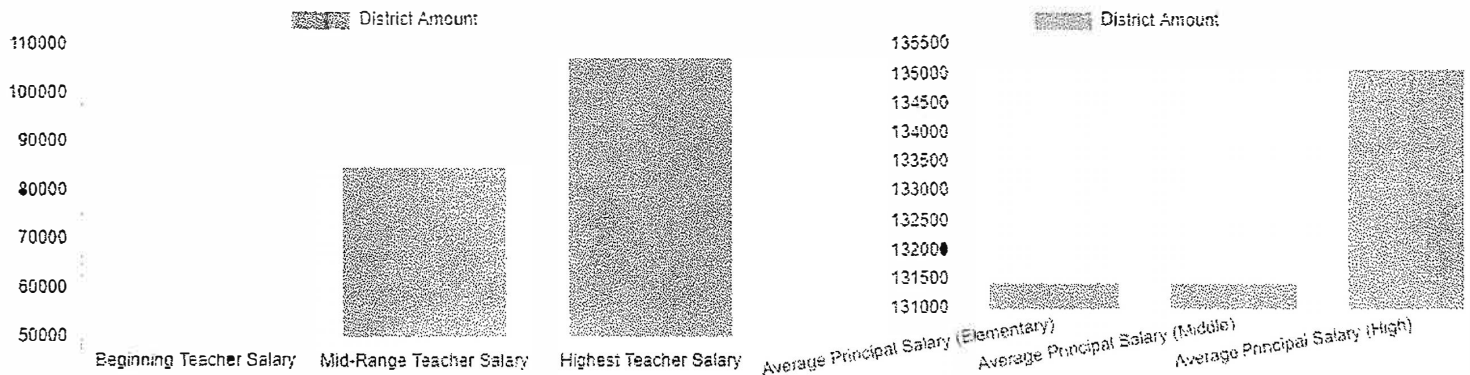
Most site funds come from site based allocations based on student population and attendance. This money is used to support the daily operation of the school, purchase classroom supplies, and help move the school forward academically. State funding supports our English Language Learners by funding an after school Intervention Program and provides support within the classroom. In addition, state funds also support 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 one major fund-raiser to provide classroom enrichment, supplies, and field trips.

Last updated: 12/27/21

Teacher and Administrative Salaries (Fiscal Year Year 2019-2020)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$50058.00	\$51029.00
Mid-Range Teacher Salary	\$84684.00	\$78583.00
Highest Teacher Salary	\$107152.00	\$99506.00
Average Principal Salary (Elementary)	\$124783.00	\$124576.00
Average Principal Salary (Middle)	\$131437.00	\$131395.00
Average Principal Salary (High)	\$135073.00	--
Superintendent Salary	\$278901.00	\$240194.00
Percent of Budget for Teacher Salaries	33.00%	34.00%
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:

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 professional development in English Language Areas 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 outside professional development to enhance the curriculum planning.

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 have 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.

In 2020-2021, teachers were selected to attend a virtual Teacher's College/Columbia University training that allows us to continue training our staff in the writer's workshop model. Writing videos that matched units of study were purchased so teachers could continue implementing this program while teaching in the virtual environment. Additional staff trainings focused on creating differentiated instruction when using digital resources so the teachers at Nordstrom could continue to support the various needs of their students.

In 2021-22, teachers have been given planning time to develop their understanding and support the implementation of the Writer's Workshop program. One teacher lead gave a training to support staff with the transition back to in person teaching with this program. In addition to supporting Writer's Workshop, there is a focus to develop a strong understanding of teaching number sense. This upcoming summer, staff will be invited to attend a two day workshop that focuses on developing K-5 number sense, taught by the MHUSD Math TOSA. During our Wednesday collaboration time, staff have been developing grade level curriculum maps, which will be used to vertically align all curriculum at Nordstrom. We are also working to create a strong data collection system, which allows for data driven decision making.

Measure	2019-2020	2020-2021	2021-2022
Number of school days dedicated to Staff Development and Continuous Improvement	6	9	9