

Nordstrom Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Nordstrom Elementary
Street	1425 East Dunne Ave.
City, State, Zip	Morgan Hill, CA, 95037
Phone Number	408-201-6440
Principal	Breanna Cull
Email Address	cullb@mhusd.org
School Website	https://nordstrom.mhusd.org/
County-District-School (CDS) Code	43 69583 6047914

2022-23 District Contact Information

District Name	Morgan Hill Unified School District
Phone Number	408-201-6023
Superintendent	Carmen Garcia
Email Address	garciaca@mhusd.org
District Website Address	www.mhusd.org

2022-23 School Overview

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. 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, co teaching, 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 this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	104
Grade 1	99
Grade 2	103
Grade 3	89
Grade 4	90
Grade 5	97
Total Enrollment	583

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.3
American Indian or Alaska Native	0.3
Asian	14.2
Black or African American	0.7
Filipino	3.3
Hispanic or Latino	30.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	10.4
White	36.7
English Learners	9.9
Foster Youth	0.3
Homeless	2.6
Migrant	0.0
Socioeconomically Disadvantaged	19.0
Students with Disabilities	9.7

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.70	98.02	327.10	87.46	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.10	0.84	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	18.60	4.98	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	12.60	3.38	12115.80	4.41
Unknown	0.50	1.98	12.40	3.33	18854.30	6.86
Total Teaching Positions	25.20	100.00	374.00	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2022	
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
Mathematics	Pearson Investigations with Envision supplement Gr K-5	Yes	0
Science	TWIG Science by TWIG Education Gr K-5	Yes	0
History-Social Science	Pearson My World	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

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. As part of the classroom technology upgrade, they received a new projection device in each of the classroom. Along with these funds, 8 new classrooms have been built and the front office is under renovation with an expected reopening date of March 2023.

Year and month of the most recent FIT report

January 2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	66	N/A	49	N/A	47
Mathematics (grades 3-8 and 11)	N/A	50	N/A	36	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	273	267	97.80	2.20	65.92
Female	141	140	99.29	0.71	67.86
Male	132	127	96.21	3.79	63.78
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	85.71
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	75.00
Hispanic or Latino	82	82	100.00	0.00	57.32
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	33	33	100.00	0.00	66.67
White	107	101	94.39	5.61	67.33
English Learners	21	21	100.00	0.00	47.62
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.00	0.00	53.49
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	31	30	96.77	3.23	16.67

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	273	267	97.80	2.20	49.81
Female	141	140	99.29	0.71	47.14
Male	132	127	96.21	3.79	52.76
American Indian or Alaska Native	--	--	--	--	--
Asian	35	35	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	12	12	100.00	0.00	50.00
Hispanic or Latino	82	82	100.00	0.00	34.15
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	33	33	100.00	0.00	54.55
White	107	101	94.39	5.61	55.45
English Learners	21	21	100.00	0.00	38.10
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	43	100.00	0.00	39.53
Students Receiving Migrant Education Services	0	0	0.00	0.00	0.00
Students with Disabilities	31	30	96.77	3.23	16.67

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	39.56	NT	34.04	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	94	91	96.81	3.19	39.56
Female	48	47	97.92	2.08	36.17
Male	46	44	95.65	4.35	43.18
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100	0	54.55
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	34	100	0	29.41
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	36	33	91.67	8.33	45.45
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	21	21	100	0	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100	0	11.76

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%

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 regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Parent volunteers provide extra hands to help Nordstrom School run smoothly on a daily basis. Usually, 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 bring a donated toy and enjoy pastries and coffee with their students in the morning. 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. Families also have an opportunity to participate in our after school programs which include chess club, art club, and Odyssey of the Mind.

This year we also will be celebrating our school diversity with our 3rd annual multi-cultural fest. We have had success with this event in the past and plan to incorporate over 30 countries this year. During the fest, students "travel" from country to country as they learn about the different cultures that are represented in our school community.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	633	603	97	16.1
Female	312	296	42	14.2
Male	320	306	55	18.0
American Indian or Alaska Native	2	2	1	50.0
Asian	91	85	10	11.8
Black or African American	5	5	2	40.0
Filipino	19	19	3	15.8
Hispanic or Latino	212	195	48	24.6
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	62	61	4	6.6
White	221	215	22	10.2
English Learners	76	69	19	27.5
Foster Youth	2	2	0	0.0
Homeless	19	16	6	37.5
Socioeconomically Disadvantaged	144	130	41	31.5
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	67	66	17	25.8

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.15	3.64	2.45
Expulsions	0.00	0.11	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.47	0.07	4.44	0.20	3.17
Expulsions	0.00	0.00	0.00	0.15	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.47	0.00
Female	0.00	0.00
Male	0.94	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.10	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.90	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.99	0.00

2022-23 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. 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 additional support during recess, through hiring additional student supervisors. 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.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	30		4	1
1	27		4	
2	27		4	
3	29		3	
4	30		3	
5	30		3	
6				
Other	21	1	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	29		4	1
1	24		4	
2	24		4	
3	28		4	
4	30		3	
5	32		3	
6				
Other	21	1	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	1	3	1
1	22	1	3	
2	22	1	3	
3	27		3	
4	32		3	
5	31		3	
6				
Other	13	2		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	5495.41	131.57	5363.83	85,748
District	N/A	N/A	8495.23	\$83,657
Percent Difference - School Site and District	N/A	N/A	-45.2	2.5
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-20.6	3.1

2021-22 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 technology needs, classroom support 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$50,809	\$52,478
Mid-Range Teacher Salary	\$85,955	\$80,810
Highest Teacher Salary	\$108,761	\$101,276
Average Principal Salary (Elementary)	\$134,228	\$127,080
Average Principal Salary (Middle)	\$142,204	\$134,264
Average Principal Salary (High)	\$136,760	\$147,200
Superintendent Salary	\$278,901	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	6%	6%

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 2021-22, Nordstrom teachers received trainings to continue to implement writer's workshop and support around English language development. Along with this training for all teachers, teachers were also sent to training led by Dr. Luis Cruz focused a develop professional learning communities. In addition, two teachers attended a professional learning community institute in the summer.

Professional development was offered to administrators and teachers regularly during the school year and summer by district and school staff and external partners. Individual schools prioritize and align their professional development learning to their approved School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	