

# Nordstrom Elementary

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Nordstrom Elementary
<b>Street</b>	1425 East Dunne Ave.
<b>City, State, Zip</b>	Morgan Hill, CA, 95037
<b>Phone Number</b>	408-201-6440
<b>Principal</b>	Breanna Cull
<b>Email Address</b>	cullb@mhusd.org
<b>School Website</b>	<a href="https://nordstrom.mhusd.org/">https://nordstrom.mhusd.org/</a>
<b>Grade Span</b>	K-5
<b>County-District-School (CDS) Code</b>	43 69583 6047914

2024-25 District Contact Information	
<b>District Name</b>	Morgan Hill Unified School District
<b>Phone Number</b>	408-201-6023
<b>Superintendent</b>	Carmen Garcia
<b>Email Address</b>	garciaca@mhusd.org
<b>District Website</b>	<a href="http://www.mhusd.org">www.mhusd.org</a>

2024-25 School Description and Mission Statement
<p>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. We strive to ensure all students learn at high levels with the social emotional and academic support of our whole school community.</p> <p>Our goal is to provide abundant opportunities for students to achieve their maximum potential as learners, which is consistent</p>

2024-25 School Description and Mission Statement

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, improving the language skills of English learners and providing inclusive environments for all students. Our challenge is to close the achievement gap between all subgroup populations. Best practices include sharing effective engagement strategies, universal design for learning strategies, small group instruction, Guided Language Acquisition Design (GLAD) strategies, workshop model teaching, guided reading instruction, peer observations, co teaching, and mentoring. This year, we are implementing a new phonics program and have developed a Climate and Culture team to support all elements of student need.

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	145
Grade 1	104
Grade 2	100
Grade 3	103
Grade 4	91
Grade 5	80
Total Enrollment	623

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.5
Asian	13.2
Black or African American	1
Filipino	2.1
Hispanic or Latino	32.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	12.4
White	33.7
English Learners	10.4
Homeless	2.9
Migrant	0.6
Socioeconomically Disadvantaged	21.5
Students with Disabilities	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.

## 2020-21 Teacher Preparation and Placement

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

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.50	93.07	312.70	86.75	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.00	4.33	3.50	0.97	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	37.60	10.43	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	4.50	1.27	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	0.60	2.60	2.00	0.57	15831.90	5.67
<b>Total Teaching Positions</b>	23.10	100.00	360.40	100.00	279044.80	100.00

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	23.70	83.96	313.90	80.52	231142.40	100.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	3.70	0.96	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	7.17	56.10	14.39	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	5.20	1.34	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	2.50	8.83	10.80	2.79	14303.80	5.15
<b>Total Teaching Positions</b>	28.30	100.00	389.80	100.00	277698	100

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	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	0.00	0.00	2
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	0.00	0.00	2

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

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	0.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	27.3
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2024	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Education World of Wonders, Gr TK, McGraw Hill Wonders, Gr K-5	Yes	0
<b>Mathematics</b>	Pearson Envision with Investigations supplement Gr K-5	Yes	0
<b>Science</b>	TWIG Science by TWIG Education Gr K-5	Yes	0
<b>History-Social Science</b>	Pearson My World	Yes	0

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

## 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 was also expanded and remodeled.

Year and month of the most recent FIT report		November 2023		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	

School Facility Conditions and Planned Improvements				
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation		X		
<b>Electrical</b>		X		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		
<b>Safety:</b> Fire Safety, Hazardous Materials		X		
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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).

#### 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.



## 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	58	59	46	48	46	47
<b>Mathematics</b> (grades 3-8 and 11)	53	53	35	37	34	35

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	272	270	99.26	0.74	58.89
<b>Female</b>	139	139	100.00	0.00	64.75
<b>Male</b>	133	131	98.50	1.50	52.67
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	39	39	100.00	0.00	74.36
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	81	81	100.00	0.00	45.68
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	42	41	97.62	2.38	63.41

White	103	102	99.03	0.97	60.78
English Learners	22	22	100.00	0.00	36.36
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	43	42	97.67	2.33	45.24
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	29	27	93.10	6.90	14.81

## 2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	272	270	99.26	0.74	53.33
Female	139	139	100.00	0.00	52.52
Male	133	131	98.50	1.50	54.20
American Indian or Alaska Native	0	0	0	0	0
Asian	39	39	100.00	0.00	79.49
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	81	81	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	42	41	97.62	2.38	63.41
White	103	102	99.03	0.97	54.90
English Learners	22	22	100.00	0.00	31.82
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--

<b>Socioeconomically Disadvantaged</b>	43	42	97.67	2.33	30.95
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	29	27	93.10	6.90	14.81

## 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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

<b>Subject</b>	<b>School 2022-23</b>	<b>School 2023-24</b>	<b>District 2022-23</b>	<b>District 2023-24</b>	<b>State 2022-23</b>	<b>State 2023-24</b>
<b>Science</b> (grades 5, 8 and high school)	43.62	36.36	35.35	35.00	30.29	30.73

2023-24 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	78	77	98.72	1.28	36.36
Female	40	40	100.00	0.00	40.00
Male	38	37	97.37	2.63	32.43
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	30	30	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	30	96.77	3.23	53.33
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.00	0.00	7.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2023-24 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. The administration of the PFT requires only participation results 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	92.3	94.9	96.2	96.2	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.

2024-25 Opportunities for Parental Involvement
<p>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, and enrichment opportunities. 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 over 13 different enrichment opportunities.</p> <p>This year we also will be celebrating our school diversity with our 5th annual multi-cultural fest. We have had success with this event in the past and plan to incorporate over 25 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.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	654	634	114	18.0
Female	320	308	58	18.8
Male	334	326	56	17.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	87	84	7	8.3
Black or African American	--	--	--	--
Filipino	13	13	0	0.0
Hispanic or Latino	214	208	57	27.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	80	77	10	13.0
White	219	211	30	14.2
English Learners	74	69	10	14.5
Foster Youth	--	--	--	--
Homeless	25	24	7	29.2
Socioeconomically Disadvantaged	155	148	48	32.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	71	70	19	27.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
<b>Suspensions</b>	0.47	0.92	0.76	4.44	4.9	5.08	3.17	3.6	3.28
<b>Expulsions</b>	0	0	0	0.15	0.03	0.13	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.76	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	1.50	0.00
<b>Non-Binary</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	1.15	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.93	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.46	0.00
<b>English Learners</b>	1.35	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	4.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.65	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	2.82	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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. PBIS is implemented to help train students in appropriate behavior both inside and outside during recess. Teachers also run the Second Step social emotional program in their classrooms, which focuses on teaching positive behavior expectations, emotional regulation, and conflict resolution. 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.

## 2024-25 School Safety Plan

We revise our School Safety Plan annually. The safety plan is revised, updated, and staff is trained annually. This year, the plan revisions were approved by the School Site Council on 9/23/24. 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.

#### 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	
Other	13	2		

#### 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	90			6
1	82			4
2	92			4
3	129			3
4	129			3
5	137			3



## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	24		16	
1	26		15	
2	25		16	
3	27		15	1
4	33		11	1
5	26		12	
Other	26		1	

## 2023-24 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

## 2023-24 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. The “Other” category is for all other student support services staff positions not listed.

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	5

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$10,722.34	\$54.84	\$10,667.50	\$106,887
District	N/A	N/A	\$10,555	\$106,381
Percent Difference - School Site and District	N/A	N/A	1.1	0.5
State	N/A	N/A	\$10,771	\$94,694
Percent Difference - School Site and State	N/A	N/A	-1.0	12.1

## Fiscal Year 2023-24 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.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$60,081	\$58,855
Mid-Range Teacher Salary	\$101,641	\$92,519
Highest Teacher Salary	\$128,610	\$114,665
Average Principal Salary (Elementary)	\$145,971	\$142,791
Average Principal Salary (Middle)	\$154,924	\$151,078
Average Principal Salary (High)	\$168,098	\$167,094
Superintendent Salary	\$297,357	\$281,086
Percent of Budget for Teacher Salaries	32%	31%
Percent of Budget for Administrative Salaries	6%	5%

## 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 Development

professional books on best teaching strategies, participated in profession 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 each trimester, 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, community outreach, and outside professional development to enhance the curriculum planning.

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. At Nordstrom, this includes work around inclusive practices, universal design for learning, differentiation and using data to support the needs of all students. For a more detailed list of site level expenditures, please see our School Plan for Student Achievement which can be found on our school and district websites

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	3	10	7