

Nordstrom Elementary

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

2025-26 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	Garner Green
Email Address	greeng@mhusd.org
School Website	https://nordstrom.mhusd.org/
Grade Span	K-5
County-District-School (CDS) Code	43 69583 6047914

2025-26 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	www.mhusd.org

2025-26 School Description and Mission Statement

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.

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, 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, task based math instruction, peer observations, co teaching, and mentoring. We are seeing results from a phonics program implemented last year and our teacher leadership teams are working collaboratively to continue to improve school academics and culture.

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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	156
Grade 1	98
Grade 2	102
Grade 3	97
Grade 4	97
Grade 5	95
Total Enrollment	645

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.5
Male	53.5
American Indian or Alaska Native	0.5
Asian	13.8
Black or African American	0.6
Filipino	2.2
Hispanic or Latino	32.2
Native Hawaiian or Pacific Islander	0.6
Two or More Races	12.4
White	32.1
English Learners	8.7
Homeless	3.6
Migrant	0.2
Socioeconomically Disadvantaged	22.5
Students with Disabilities	9

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.

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)	21.5	93.07	312.7	86.75	234405.2	84
Intern Credential Holders Properly Assigned	1	4.33	3.5	0.97	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	37.6	10.43	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	4.5	1.27	11953.1	4.28
Unknown/Incomplete/NA	0.6	2.6	2	0.57	15831.9	5.67
Total Teaching Positions	23.1	100	360.4	100	279044.8	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.

2022-23 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)	23.7	83.96	313.9	80.52	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	3.7	0.96	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	7.17	56.1	14.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	5.2	1.34	11746.9	4.23
Unknown/Incomplete/NA	2.5	8.83	10.8	2.79	14303.8	5.15
Total Teaching Positions	28.3	100	389.8	100	277698	100

Note: The data in this table is based on 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.

2023-24 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	84.21	313	77.83	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5.4	1.36	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.5	15.79	74.4	18.52	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.6	2.15	12112.8	4.34
Unknown/Incomplete/NA	0	0	0.5	0.12	13705.8	4.91
Total Teaching Positions	28.5	100	402.2	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	1
Misassignments	0.00	2	3.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	2	4.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	27.3	50
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	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education World of Wonders, Gr TK, McGraw Hill Wonders, Gr K-5	0
Mathematics	Pearson Envision with Investigations supplement Gr K-5	0
Science	TWIG Science by TWIG Education Gr K-5	0
History-Social Science	Pearson My World	0
Health	Positive Prevention Plus	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. Security cameras have been installed around campus and upgrades were made to the blacktop in the summer of 2025.

Year and month of the most recent FIT report		January 2025		
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	Interior Poor – Ceiling tiles have stains, broken or missing, floor tiles broken burn on interior wall, cabinet

School Facility Conditions and Planned Improvements

				<p>has broken handle, Carpet is torn, Formica counter trim is chipped.</p> <p>In process of ordering and replacing ceiling tiles and floor tiles at this location, will heck out burnt wall for damage, replace broken cabinet handle, repair torn carpet, and repair Formica counter trim.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	<p>Restrooms/Fountains - Missing menstrual products and signage, faucet leaks, drinking fountain has low flow, faucet loose at base, faucet has low flow, sink is out of order, faucet has a drip, faucet handle is missing, faucet and drinking fountain have no flow.</p> <p>Reviewing menstrual products requirements with custodial and adding new signage, will generate work order to repair faucet and drinking fountains, adjust flow in fountains, replace missing faucet handle, trouble shoot out of order sink.</p>
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).

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	59	61	48	50	47	48
Mathematics (grades 3-8 and 11)	53	49	37	38	35	37

2024-25 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
All Students	287	286	99.65	0.35	60.84
Female	140	140	100.00	0.00	64.29
Male	147	146	99.32	0.68	57.53
American Indian or Alaska Native	--	--	--	--	--
Asian	42	42	100.00	0.00	69.05
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	91	100.00	0.00	47.25
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	49	98.00	2.00	69.39
White	94	94	100.00	0.00	64.89
English Learners	19	19	100.00	0.00	15.79
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	60	98.36	1.64	48.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	20.00

2024-25 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	288	287	99.65	0.35	49.48
Female	141	141	100.00	0.00	46.81
Male	147	146	99.32	0.68	52.05
American Indian or Alaska Native	--	--	--	--	--
Asian	42	42	100.00	0.00	71.43
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	91	91	100.00	0.00	31.87
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	50	49	98.00	2.00	59.18
White	94	94	100.00	0.00	51.06
English Learners	19	19	100.00	0.00	21.05
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	60	98.36	1.64	31.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	35	97.22	2.78	11.43

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	36.36	41.05	35	36.92	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	95	95	100.00	0.00	41.05
Female	46	46	100.00	0.00	43.48
Male	49	49	100.00	0.00	38.78
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	44.44
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	29	29	100.00	0.00	27.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	15	15	100.00	0.00	33.33
White	31	31	100.00	0.00	54.84
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	20	20	100.00	0.00	35.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	7.14

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.

2024-25 California Physical Fitness Test Participation Rates

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	90.6	95.8	94.8	94.8	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.

2025-26 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, and enrichment opportunities. They also sponsor the Annual Fall Fest and movie night, 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 canned food 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 and our Special Education Advisory Committee provides support for our students with individual education plans. Families also have an opportunity to participate in our after school programs which include over 13 different enrichment opportunities.

This year we also will be celebrating our school diversity with our 6th 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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	691	665	100	15.0
Female	324	310	53	17.1
Male	367	355	47	13.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	100	91	9	9.9
Black or African American	--	--	--	--
Filipino	14	14	0	0.0
Hispanic or Latino	227	221	54	24.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	80	80	11	13.8
White	218	211	18	8.5
English Learners	64	61	11	18.0
Foster Youth	--	--	--	--
Homeless	38	35	15	42.9
Socioeconomically Disadvantaged	172	166	44	26.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	70	69	14	20.3

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.92	0.76	0.87	4.9	5.08	3.47	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0.13	0.09	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.87	0.00
Female	0.62	0.00
Male	1.09	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.88	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.38	0.00
English Learners	1.56	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.43	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.

2025-26 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. All staff and visitors are required to wear a badge at all times when on campus and staff are trained to stop anyone not wearing a badge and direct them to the front office.

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 9/15/25. 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.

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	0	0	6
1	82	0	0	4
2	92	0	0	4
3	129	0	0	3
4	129	0	0	3
5	137	0	0	3
6	0	0	0	0
Other	0	0	0	0

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	0	4	0
1	26	0	4	0
2	25	0	4	0
3	26	0	4	0
4	30	0	3	0
5	26	0	3	0
6	0	0	0	0
Other	26	0	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	0	0	0	0
K	21	0	5	0
1	25	0	4	0
2	26	0	4	0
3	24	0	4	0
4	32	0	3	0
5	32	0	3	0
6	0	0	0	0
Other	0	0	0	0

2024-25 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

2024-25 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	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	5

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$11,258.27	\$50.89	\$11,207.83	\$106,887
District	N/A	N/A	\$11,095.33	\$105,310
Percent Difference - School Site and District	N/A	N/A	1.0	1.5
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	0.6	6.6

Fiscal Year 2024-25 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 and culturally. State funding supports our English Language Learners and students receiving special education services by funding staffing to support programming 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,686	\$62,145
Mid-Range Teacher Salary	\$107,739	\$97,088
Highest Teacher Salary	\$136,327	\$120,436
Average Principal Salary (Elementary)	\$154,729	\$151,343
Average Principal Salary (Middle)	\$164,219	\$159,514
Average Principal Salary (High)	\$178,185	\$177,261
Superintendent Salary	\$297,357	\$294,805
Percent of Budget for Teacher Salaries	32.11%	29.95%
Percent of Budget for Administrative Salaries	5.62%	5.4%

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 and a specialist. 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, Math Task Strategies, and Universal Design for Learning. 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	7	7