

SARC 2015-16

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2016-17

Nordstrom Elementary

Address: 1425 East Dunne Ave. Morgan Hill, CA 95037-7029

Principal: Debbie Grove, Principal

Phone: (408) 201-6440

Email: groved@mhusd.org

Web Site:

CDS Code: 43695836047914



Morgan Hill Unified

Superintendent: Steve Betando

Phone: (408) 201-6023

Email: betandos@mhusd.org

Web Site: www.mhusd.org



I DATA AND ACCESS

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents 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 <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).%

Internet Access

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

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Morgan Hill Unified
 Phone Number: (408) 201-6023
 Superintendent: Steve Betando
 E-mail Address: betandos@mhusd.org
 Web Site: www.mhusd.org

School Contact Information Most Recent Year

School Name: Nordstrom Elementary
 Street: 1425 East Dunne Ave.
 City, State, Zip: Morgan Hill, CA 95037-7029
 Phone Number: (408) 201-6440
 Principal: Debbie Grove, Principal
 E-mail Address: groved@mhusd.org
 Web Site:
 County-District-School
 (CDS) Code: 43695836047914

School Description and Mission Statement (School Year 2016–17)

Nordstrom Elementary School is an exceptional place for learning! The student and staff population reflect not only the city’s ethnic diversity but also its economic, physical, and social complexity. We celebrate the fact that 15 different ethnicities are represented among our student population. Nordstrom is a learning community of students supported by staff, parents, volunteers, community agencies, and businesses working together for academic excellence. Nordstrom School fosters a climate of inclusiveness that allows all students to succeed.

Our goal is to provide abundant opportunities for students to achieve their maximum potential as learners, which is consistent with the school goals established collaboratively by teachers and parents. Our efforts focus on continuing to increase student achievement in math problem solving, reading comprehension, writing, and improving the language skills of English learners. Our school focus is to encourage effective communication of all students and to teach them to express their ideas orally using appropriate academic vocabulary. Our challenge is to close the achievement gap between all subgroup populations. Best practices include sharing effective engagement strategies, Guided Language Acquisition Design (GLAD) strategies, guided reading instruction, peer observations, and mentoring.

Nordstrom School is an educational community where students, families and staff partner to ensure the success of every child. Students and staff work creatively, reason critically and embrace innovation. Responsibility is shared within our community to foster rigorous academics, digital ethics and to impart 21st century skills.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	106
Grade 1	89
Grade 2	88
Grade 3	108
Grade 4	105
Grade 5	94
Grade 6	91
Total Enrollment	681

Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0.1%
American Indian or Alaska Native	1.5%
Asian	18.4%
Filipino	3.1%
Hispanic or Latino	30.7%
Native Hawaiian/Pacific Islander	0.6%
White	41.1%
Two or More Races	2.6%
Socioeconomically Disadvantaged	19.8%
English Learners	10.6%
Students with Disabilities	11.9%
Foster Youth	0%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School 2014-15	School 2015-16	School 2016-17	District 2016-17
With Full Credential	27	30	26	375
Without Full Credential	0	0	1	18
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	11

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	1	0

NOTE: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	.00%
All Schools in District	97.77%	2.23%
High-Poverty Schools in District	98.21%	1.79%
Low-Poverty Schools in District	94.39%	5.61%

NOTE: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016–17)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Month and year in which data were collected: December 2016

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	Engage NY, Grades TK-6 Language Arts (TK-2: Core Knowledge, gr 3-6 Expeditionary Learning)	yes	0%
Mathematics	Pearson Investigations with Envision supplement Gr K-5	yes	0%
Science	MacMillian-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science Series	yes	0%
History-Social Science	Houghton Mifflin Social Science Series McDougal Littell CA	yes	0%
Foreign Language			0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)			0%

School Facility Conditions and Planned Improvements

Nordstrom School was built in the mid-1960s and was dedicated in 1965.

Maintenance, Grounds and the Custodial staff continue to work together to provide a safe, clean and well maintained learning environment to help support student achievement.

As part of the Measure G Bond funds, Nordstrom received a technology infrastructure upgrade which included campus wide WiFi, a new phone system and public address system. During the summer of 2014 the MPR and kinder buildings were re-roofed.

In July 2016, the kindergarten yard was resurfaced. A shade structure was installed over the lunch area for shade and comfort of the students. Portable classrooms were carpeted.

A new multipurpose room and school master plan is currently under design.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: June 2016

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	✓	-	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	✓	-	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	Water bottle filling station was installed in the MPR.
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

Overall Facility Rate

Month and year in which data were collected: June 2016

	Exemplary	Good	Fair	Poor
Overall Rating	✓	-	-	-

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], Science California Standards Tests) System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy (grades 3-8 and 11)	73%	76%	51%	53%	44%	48%
Mathematics (grades 3-8 and 11)	58%	66%	43%	43%	34%	36%

NOTE: Scores are not shown 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.

CAASPP Test Results in ELA by Student Group (ELA)
 Grades Three through Eight and Eleven (School Year 2015–16)
 ELA - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	109	107	98.17%	71.03%
Male	59	58	98.31%	67.24%
Female	50	49	98.00%	75.51%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00%	95.00%
Filipino	--	--	--	--
Hispanic or Latino	34	33	97.06%	51.52%
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	42	97.67%	78.57%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.00%	42.86%
English Learners	--	--	--	--
Students with Disabilities	11	11	100.00%	54.55%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

ELA - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	111	107	96.40%	67.29%
Male	65	62	95.38%	62.90%
Female	46	45	97.83%	73.33%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00%	93.75%
Filipino	--	--	--	--
Hispanic or Latino	36	35	97.22%	37.14%
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	46	93.88%	84.78%
Two or More Races				
Socioeconomically Disadvantaged	20	19	95.00%	26.32%
English Learners	11	10	90.91%	10.00%
Students with Disabilities	13	13	100.00%	23.08%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

ELA - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	96	94	97.92%	79.79%
Male	52	52	100.00%	78.85%
Female	44	42	95.45%	80.95%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian	31	31	100.00%	90.32%
Filipino	--	--	--	--
Hispanic or Latino	26	25	96.15%	60.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.77%	80.00%
Two or More Races				
Socioeconomically Disadvantaged	20	19	95.00%	63.16%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

ELA - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	89	100.00%	87.64%
Male	42	42	100.00%	83.33%
Female	47	47	100.00%	91.49%
Black or African American				
American Indian or Alaska Native				
Asian	20	20	100.00%	100.00%
Filipino	--	--	--	--
Hispanic or Latino	22	22	100.00%	81.82%
Native Hawaiian or Pacific Islander				
White	42	42	100.00%	83.33%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.00%	75.00%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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 Assessment Results –Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2015–16)

Mathematics - Grade 3

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	109	107	98.17%	77.57%
Male	59	58	98.31%	74.14%
Female	50	49	98.00%	81.63%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	20	20	100.00%	100.00%
Filipino	--	--	--	--
Hispanic or Latino	34	33	97.06%	63.64%
Native Hawaiian or Pacific Islander	--	--	--	--
White	43	42	97.67%	78.57%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.00%	52.38%
English Learners	--	--	--	--
Students with Disabilities	11	11	100.00%	54.55%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

Mathematics - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	111	108	97.30%	57.41%
Male	65	63	96.92%	58.73%
Female	46	45	97.83%	55.56%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100.00%	100.00%
Filipino	--	--	--	--
Hispanic or Latino	36	36	100.00%	25.00%
Native Hawaiian or Pacific Islander	--	--	--	--
White	49	46	93.88%	71.74%
Two or More Races				
Socioeconomically Disadvantaged	20	20	100.00%	25.00%
English Learners	11	11	100.00%	9.09%
Students with Disabilities	13	13	100.00%	23.08%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

Mathematics - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	96	95	98.96%	57.89%
Male	52	52	100.00%	65.38%
Female	44	43	97.73%	48.84%
Black or African American				
American Indian or Alaska Native	--	--	--	--
Asian	31	31	100.00%	70.97%
Filipino	--	--	--	--
Hispanic or Latino	26	26	100.00%	42.31%
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.77%	63.33%
Two or More Races				
Socioeconomically Disadvantaged	20	20	100.00%	30.00%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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.

Mathematics - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	89	89	100.00%	73.03%
Male	42	42	100.00%	66.67%
Female	47	47	100.00%	78.72%
Black or African American				
American Indian or Alaska Native				
Asian	20	20	100.00%	95.00%
Filipino	--	--	--	--
Hispanic or Latino	22	22	100.00%	50.00%
Native Hawaiian or Pacific Islander				
White	42	42	100.00%	76.19%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	12	12	100.00%	41.67%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

NOTE: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard 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.

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 Test Results in Science for All Students

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	83%	87%	88%	66%	59%	62%	60%	56%	54%

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	96	94	97.92%	88.30%
Male	52	52	100.00%	88.46%
Female	44	42	95.45%	88.10%
Black or African American				
American Indian or Alaska Native	–	–	–	–
Asian	31	31	100.00%	100.00%
Filipino	–	–	–	–
Hispanic or Latino	26	25	96.15%	76.00%
Native Hawaiian or Pacific Islander	–	–	–	–
White	31	30	96.77%	93.33%
Two or More Races				
Socioeconomically Disadvantaged	20	19	95.00%	68.42%
English Learners	–	–	–	–
Students with Disabilities	–	–	–	–
Students Receiving Migrant Education Services				
Foster Youth	–	–	–	–

STATE PRIORITY: OTHER PUPIL OUTCOMES

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	20.40%	34.40%	31.20%

NOTE: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

Opportunities for Parental Involvement - (School Year 2016–17)

Parent volunteers provide extra hands to help Nordstrom School run smoothly on a daily basis. The Home and School Club organizes three large fund-raisers to support the school library, technology, classroom supplies, enrichment, 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. To encourage community, morning coffee and pastries, dances with parents and students, bingo nights, food at Open House and Back to School Nights are initiated on campus. These activities encourage parent involvement on campus. During monthly meetings, parents work with staff on our School Site Council to help make budget decisions, while an active English Language Advisory Committee provides support for our English learner community. Parents support an afterschool science club, a theater project, a choral music program, band, chess clubs, organized recess activities five days a week, and a GATE enrichment program. ArtSMART provides art instruction and art projects in the classroom. Parents organize PE equipment, class parties, help with field trips, stuff Friday Folders, and volunteer in the classroom. Help is also provided with organizing safety kits for each classroom and the leveled bookroom for teachers. The contact person for parent involvement is our Home and School Club President Michelle Tarney.

STATE PRIORITY: SCHOOL CLIMATE

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

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

Suspensions and Expulsions

Rate*	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	.44	.78	.73	5.67	3.77	3.52	4.36	3.80	3.65
Expulsions	0.00	0.00	0	.22	.25	.12	0.10	0.09	0.09

School Safety Plan – Most Recent Year

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. We also have organized games and crafts on Mondays and Fridays where students of all ages play together and enjoy friendship. Home and School Club has provided Nordstrom with the opportunity of organized play provided by OneYard Youth Sports Organization before school, during all recess, and during the lunchtime. We have a closed campus that is fenced on all sides. Visitors must enter the school through the main door and sign in and out at the office, where they receive a visitor’s pass to wear throughout their stay.

We revise our School Safety Plan annually. The plan includes procedures for emergencies, exit routes, and inventories of emergency supplies. We keep copies in the office for parents. And share the plan with all staff during a school-wide staff meeting. We practice fire drills monthly, earthquake drills three times a year, and hold trainings for staff on emergency preparedness annually. Nordstrom staff trained with the Morgan Hill Police Department for emergency lockdown and continue with Code Red Drills annually.

D. OTHER SARC INFORMATION

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

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2009-2010
Year in Program Improvement*	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	5
Percent of Schools Currently in Program Improvement	N/A	38%

NOTE: Cells with NA values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	1	3		21	1	3		24.5		4	
1	30		3		23		4		23		4	
2	28		4		26		4		25		4	
3	31		3		32		3		30		4	
4	25		3		31		3		31		4	
5	31		4		30		3		32		3	
6	32		3		30		3		30		3	
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2013-14 Number of Classes*			Avg. Class Size	2014-15 Number of Classes*			Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.31	N/A
Psychologist	.5	N/A
Social Worker	0	N/A
Nurse	.17	N/A
Speech/Language/Hearing Specialist	1.15	N/A
Resource Specialist (non - teaching)	1	N/A
Other	.33	N/A

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

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$4034	\$13	\$4021	\$75477
District	N/A	N/A	\$6186	\$69092
Percent Difference – School Site and District	N/A	N/A	-35.00%	9.24%
State	N/A	N/A	\$5677	\$71517
Percent Difference – School Site and State	N/A	N/A	-29.17%	5.54%

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

Types of Services Funded (Fiscal Year 2015-16)

Most site funds come from site-based allocations based on student population and attendance. This money is used to support the daily operations of the school, purchase classroom supplies, and help move the school forward academically. State funding supports our English Language Learners by funding an afterschool Intervention Program and provides support within the classroom. In addition, state funds also support our GATE students, technology needs, Safety Patrol, and provide intervention materials and additional instructional materials. Nordstrom also receives donations from a wide variety of sources to help with supplies for the classroom, and special projects. The Home and School Club organizes three major fund-raisers to provide classroom enrichment, supplies, and field trips.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47967	\$43821
Mid-Range Teacher Salary	\$71004	\$69131
Highest Teacher Salary	\$89851	\$89259
Average Principal Salary (Elementary)	\$105837	\$108566
Average Principal Salary (Middle)	\$114173	\$115375
Average Principal Salary (High)	\$129331	\$125650
Superintendent Salary	\$223871	\$198772
Percent of Budget for Teacher Salaries	36%	37%
Percent of Budget for Administrative Salaries	5%	6%

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

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Nordstrom teachers and staff promote a Professional Learning Community through weekly collaboration, outside 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 writing strategies, participated in professional development for writing, the grade level team use half day planning days for the new math curriculum, staff has participated in a book study for developing academic conversations, and used 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 the 2016-2017, all teachers were trained in the new Math Curriculum for both math and language arts. Instructional shifts have progressed so that all students will begin to master these essential standards. Training continues for all teachers in E. L. Achieve, the district's initiate for ELD (English Language Development) for English learners.