

Nordstrom Elementary

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

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/fq/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](#) 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).

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.

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
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 (School Year 2017-18)	
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
County-District-School (CDS) Code	43695836047914

Last updated: 11/29/2017

School Description and Mission Statement (School Year 2017-18)

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

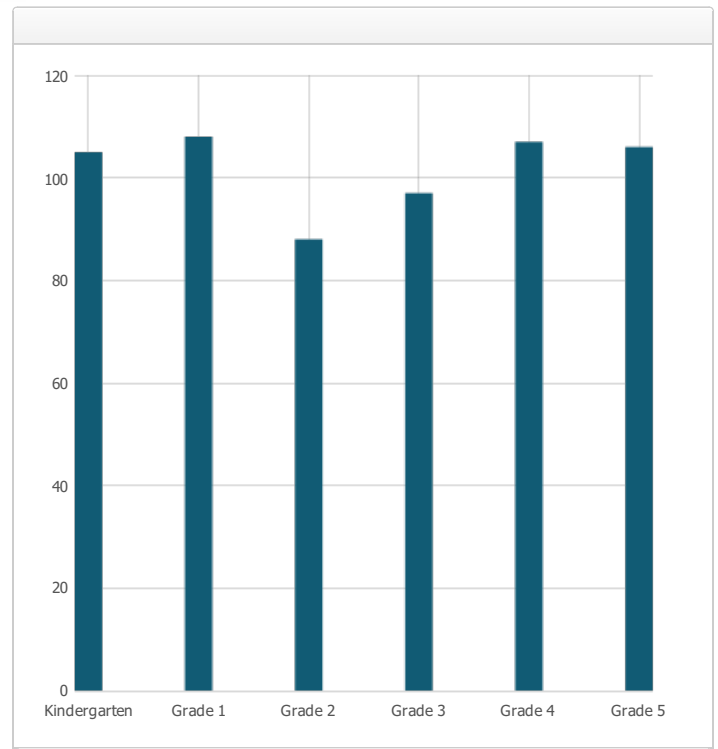
Our goal is to provide abundant opportunities for students to achieve their maximum potential as learners, which is consistent with the school goals established collaboratively by teachers and parents. Our efforts focus on continuing to increase student achievement in math problem solving, reading comprehension, writing, and improving the language skills of English learners. Our school focus is for students to demonstrate growth in literacy due to quality first instruction that supports the different learning needs of all students in the classroom. Our challenge is to close the achievement gap between all subgroup populations. Best practices include sharing effective engagement strategies, small group instruction, Guided Language Acquisition Design (GLAD) strategies, 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.

Last updated: 11/29/2017

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	105
Grade 1	108
Grade 2	88
Grade 3	97
Grade 4	107
Grade 5	106
Total Enrollment	611



Last updated: 12/18/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.0 %
American Indian or Alaska Native	1.5 %
Asian	14.9 %
Filipino	2.6 %
Hispanic or Latino	32.1 %
Native Hawaiian or Pacific Islander	0.5 %
White	41.9 %
Two or More Races	3.8 %
Other	1.7 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	23.7 %
English Learners	11.9 %
Students with Disabilities	11.9 %
Foster Youth	0.5 %

Last updated: 12/18/2017

A. Conditions of Learning

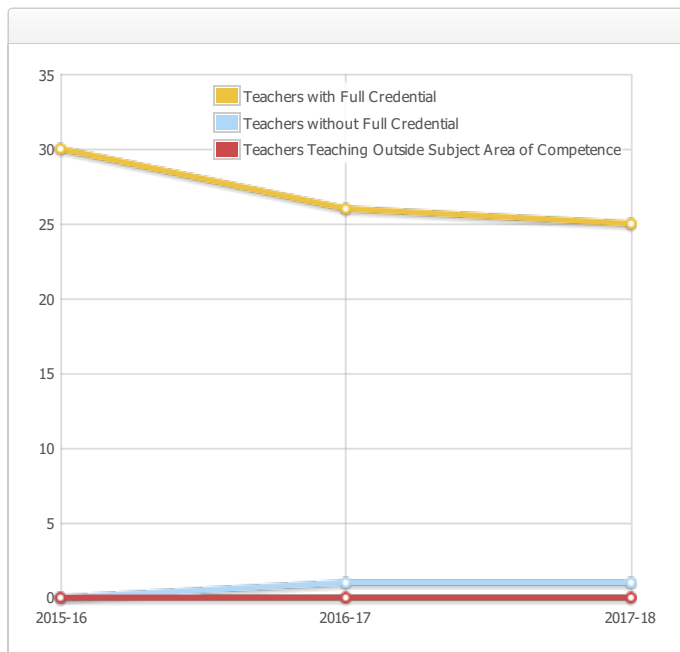
State Priority: Basic

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

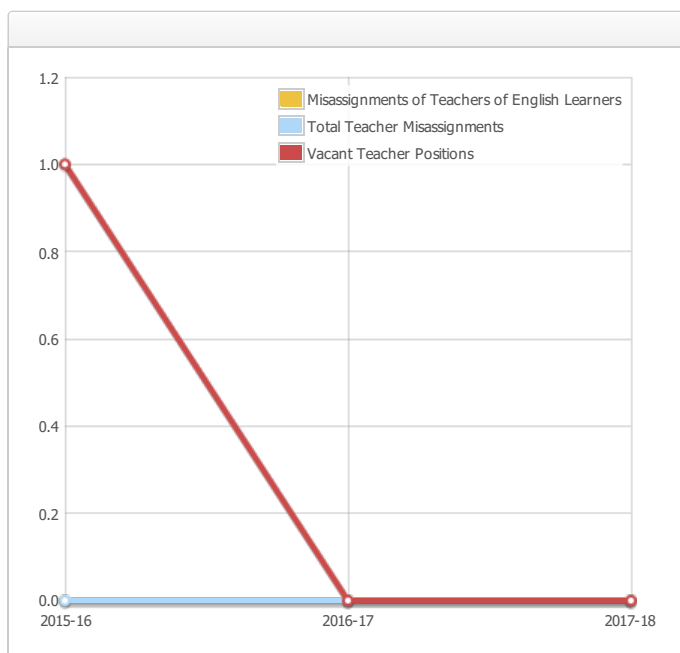
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	30	26	25	379
Without Full Credential	0	1	1	19
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	12



Last updated: 12/4/2017

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	0	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.

Last updated: 12/4/2017

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Education World of Wonders, Gr TK McGraw Hill Wonders, Gr K-5	Yes	0.0 %
Mathematics	Pearson Investigations with Envision supplement	Yes	0.0 %
Science	MacMillian-McGraw Hill CA Science Glencoe/McGraw Hill Focus On Science Series	Yes	0.0 %
History-Social Science	Houghton Mifflin Social Science Series McDougal Littell CA	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/14/2017

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 and HVAC units replaced.

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 school master plan is currently under design which will include a multipurpose room and new classroom buildings to replace existing portables.

Last updated: 12/7/2017

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	New HVAC units on the MPR and kinder classrooms
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Roofs were replaced on the MPR and kinder classrooms. Portable classroom rooms have been coated.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating	Good
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Last updated: 12/7/2017

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	76%	72%	53%	52%	48%	48%
Mathematics (grades 3-8 and 11)	66%	61%	43%	42%	36%	37%

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.

Last updated: 12/18/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	313	311	99.36%	71.70%
Male	167	167	100.00%	66.47%
Female	146	144	98.63%	77.78%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	51	100.00%	90.20%
Filipino	--	--	--	--
Hispanic or Latino	97	97	100.00%	49.48%
Native Hawaiian or Pacific Islander	--	--	--	--
White	136	134	98.53%	82.84%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	64	96.97%	46.88%
English Learners	52	52	100.00%	55.77%
Students with Disabilities	42	42	100.00%	40.48%
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 (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Last updated: 12/18/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	313	311	99.36%	61.09%
Male	167	167	100.00%	57.49%
Female	146	144	98.63%	65.28%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	51	51	100.00%	88.24%
Filipino	--	--	--	--
Hispanic or Latino	97	97	100.00%	32.99%
Native Hawaiian or Pacific Islander	--	--	--	--
White	136	134	98.53%	73.88%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	66	64	96.97%	34.38%
English Learners	52	52	100.00%	46.15%
Students with Disabilities	42	42	100.00%	23.81%
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

Last updated: 12/18/2017

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	87.0%	88.0%	59.0%	62.0%	56%	54%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 12/18/2017

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
7	--	--	--
9	--	--	--

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.

Last updated: 12/18/2017

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 schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

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, movie nights, dances with parents and students, adult paint nights, 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, Spanish club, robotics club, 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: Pupil Engagement

Last updated: 11/29/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

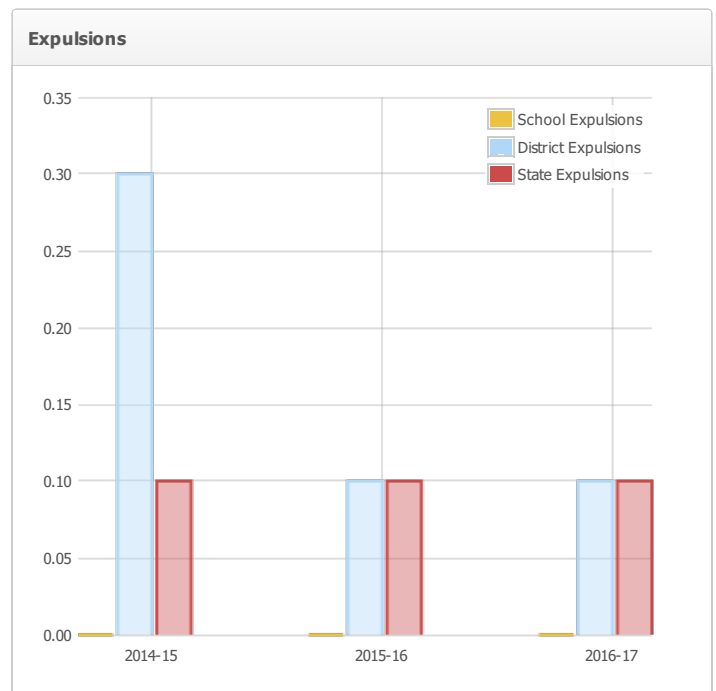
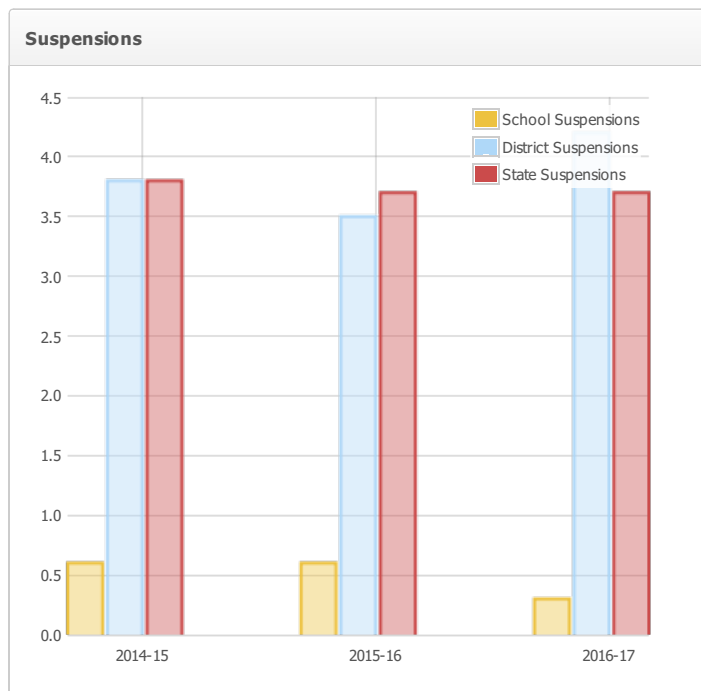
State Priority: School Climate

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.6%	0.6%	0.3%	3.8%	3.5%	4.2%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.3%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 12/19/2017

School Safety Plan (School Year 2017-18)

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 is trained with the Morgan Hill Police Department for emergency lockdown and continue with Run Hide Defend Drills annually. Further, parents are offered opportunity for training of the Run Hid Defend protocol.

Last updated: 11/29/2017

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	1	3	0	19.0	2	4	0	24.0	2	5	1
1	23.0	0	4	0	23.0	0	3	0	25.0	0	4	0
2	26.0	0	4	0	25.0	0	4	0	22.0	0	4	0
3	32.0	0	3	0	31.0	0	3	0	24.0	0	4	0
4	31.0	0	3	0	30.0	0	4	0	31.0	0	3	0
5	30.0	0	3	0	24.0	1	3	0	30.0	0	4	0
6	30.0	0	3	0	30.0	0	3	0	0.0	0	0	0
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 1/10/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.5	N/A
Social Worker		N/A
Nurse	0.1	N/A
Speech/Language/Hearing Specialist	1.2	N/A
Resource Specialist (non-teaching)	1.2	N/A
Other		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.

Last updated: 11/29/2017

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$4311.5	\$31.5	\$4280.0	\$75276.0
District	N/A	N/A	\$7067.2	\$72134.0
Percent Difference – School Site and District	N/A	N/A	-49.1%	4.3%
State	N/A	N/A	\$6574.0	\$74476.0

Percent Difference – School Site and State	N/A	N/A	-42.3%	1.1%
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Note: Cells with N/A values do not require data.

Last updated: 12/4/2017

Types of Services Funded (Fiscal Year 2016-17)

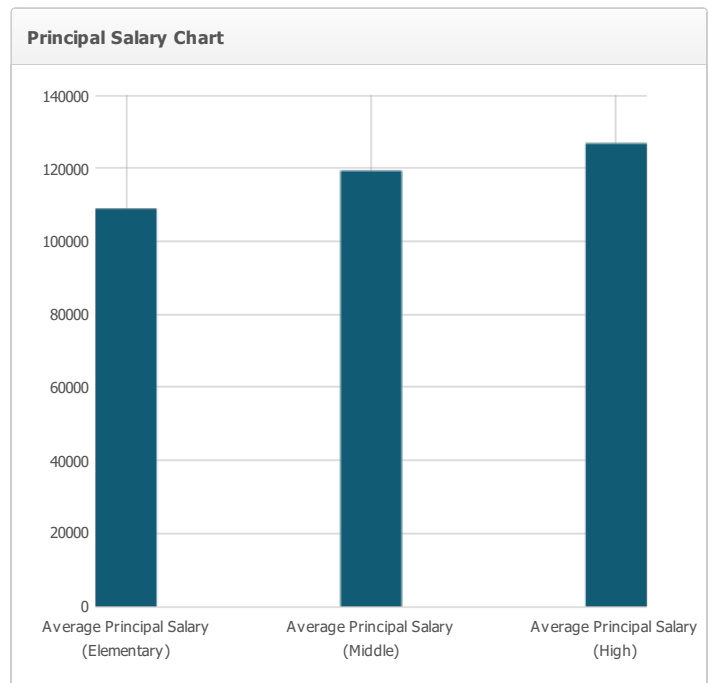
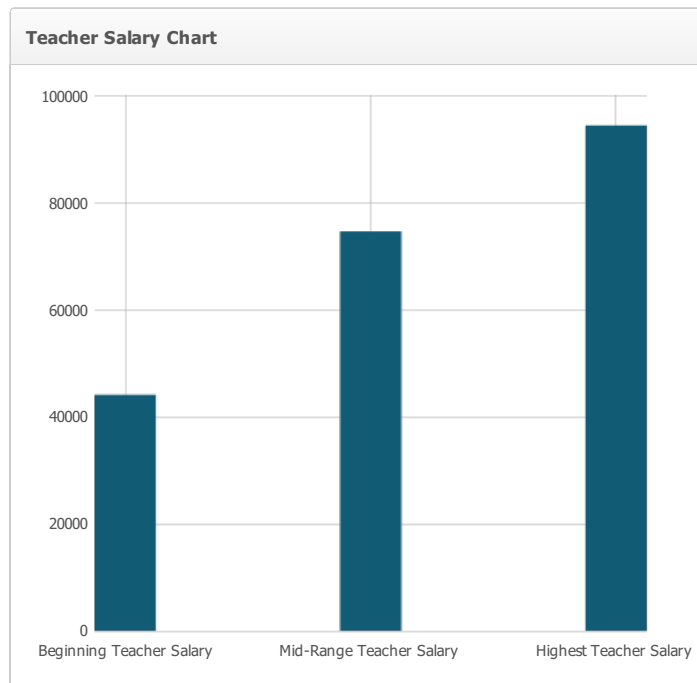
Most site funds come from site-based allocations based on student population and attendance. This money is used to support the daily operations of the school, purchase classroom supplies, and help move the school forward academically. State funding supports our English Language Learners by funding an 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.

Last updated: 11/29/2017

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,069	\$46,511
Mid-Range Teacher Salary	\$74,554	\$73,293
Highest Teacher Salary	\$94,334	\$92,082
Average Principal Salary (Elementary)	\$108,912	\$113,263
Average Principal Salary (Middle)	\$119,272	\$120,172
Average Principal Salary (High)	\$126,792	\$131,203
Superintendent Salary	\$230,587	\$213,732
Percent of Budget for Teacher Salaries	36.0%	36.0%
Percent of Budget for Administrative Salaries	6.0%	5.0%

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



Last updated: 1/10/2018

Professional Development

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 best teaching strategies, participated in professional development in English Language Arts ELA/ELD strategies, the grade level team use half day planning days for analyzing data, and use release time to observe and discuss specific teaching practices of colleagues. Collaborative time includes dialogue surrounding the readings to further understanding on theory and implementation, cross grade level collegial discussions and planning, distributed leadership teams that support student achievement, school climate, and community outreach, and outside professional

development to enhance the curriculum planning.

In the 2017-2018, all teachers were trained in the new Math Curriculum, Pearson Investigations and language arts McGraw Hill Wonders. Instructional shifts have progressed so that all students will begin to master the essential standards. Training continues for all teachers in E. L. Achieve, the district's support curriculum for ELD (English Language Development) for English learners as well as the integrated supports in McGraw Hill Wonders.

Last updated: 11/29/2017