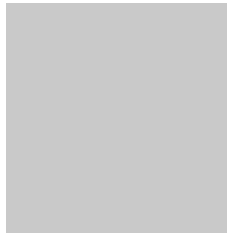
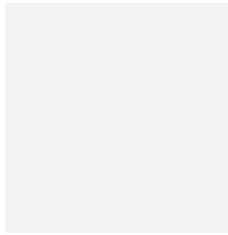


# SARC

School Accountability Report Card 2018-19

Published in 2019-20



## Olive Drive Elementary School

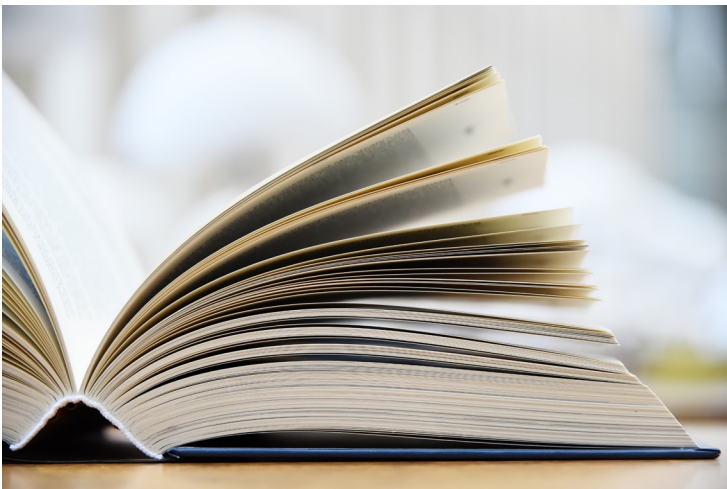
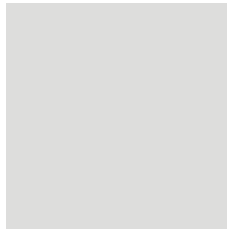
Grades TK-6  
CDS Code 15-63693-6108575

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Para español, visita [www.norris.k12.ca.us](http://www.norris.k12.ca.us).



## Norris School District

6940 Calloway Drive Bakersfield, CA 93312 ▪ [www.norris.k12.ca.us](http://www.norris.k12.ca.us)

Kelly Miller, Superintendent ▪ [kelly.miller@norris.k12.ca.us](mailto:kelly.miller@norris.k12.ca.us) ▪ (661) 387-7000



## Principal's Message

Olive Drive Elementary School is a transitional kindergarten through sixth-grade school located in the suburbs of Northwest Bakersfield. Twenty-seven teachers serve 638 students. Support services include a resource specialist, physical education specialist, band instructor and vocal music teacher, reading resource teacher, speech and language teacher, pre-kindergarten speech and language teacher, a full-time library aide, district psychologist, nurse and bilingual aide. Most of these services are shared with three other elementary schools within the district. Our student population is relatively homogeneous, with primarily middle-class families who are highly involved in their children's education. Our school participates in the National School Lunch Program, with approximately 30 percent of students enrolled in the program.

We believe that learning is a lifelong adventure and that each child has special talents. It is our goal to help support each child to develop his or her individual talents and to develop a love for learning. Olive Drive Elementary has implemented the Common Core State Standards (CCSS) in the areas of math and language arts. Our self-contained classrooms have daily schedules that reflect the recommended state guidelines for instructional minutes. All our textbooks meet state requirements. Our teachers have received training in the evaluation and implementation of CCSS-based instruction and utilize research-based strategies in the delivery of the curriculum. Our teachers are skilled at evaluating and monitoring student progress through district competency testing, reading screenings and observation. They differentiate the curriculum to meet the diverse needs of our students.

## Parental Involvement

Olive Drive Elementary has an active Parent Teacher Club (PTC) called Trailblazers. The Trailblazers membership consists of parents, grandparents and staff members. The Trailblazers provide support for a variety of activities and programs at our school. Each year, Trailblazers support the Fall Festival, May Dinner, Family Nights, the Accelerated Reading program, Parent Education Nights, classroom and library technology needs, and assemblies. Its continued support through the years has provided many additional events and activities that enrich our students' school experience.

**Parent volunteers:** In addition to parents and grandparents who serve through Trailblazers, parent and grandparent volunteers provide hours of service in the classroom. Parents are encouraged to volunteer in the classrooms and the library.

**School Site Council (SSC):** The School Site Council is another opportunity for parents to participate in the school organization. The SSC consists of parents, teachers, classified staff and the principal. The SSC meets every other month to oversee the School Improvement Plan and discuss the ongoing needs of the school.

For more information on how to become involved at the school, please contact Naissa Foster, PTC co-president, at (661) 387-7040 or [naissa@yahoo.com](mailto:naissa@yahoo.com) or Renee Iturriria, PTC co-president at (661) 387-7040 or [riturriria@gmail.com](mailto:riturriria@gmail.com).

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



## District Mission Statement

The education philosophy of the Norris School District is built on the following principles:

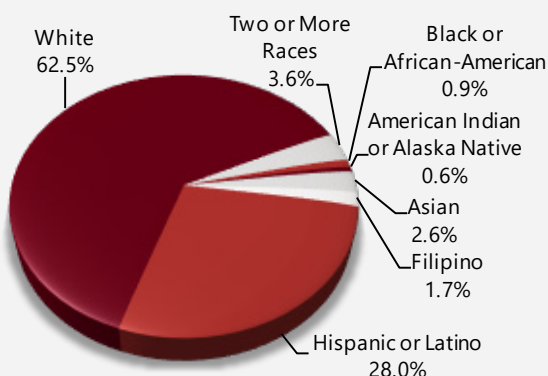
- A belief in the worth and dignity of each and every person
- A respect for knowledge and a strong commitment to provide quality educational opportunities for each of our students
- A conviction that democratic societies have more to offer than totalitarian societies
- A faith in reason and in an orderly solution of conflict
- A belief in the protection of personal liberties within the limits of the law
- A belief that our success as an educational institution is measured primarily by the success and achievement of our students

## Enrollment by Student Group

The total enrollment at the school was 643 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

### 2018-19 School Year



Socioeconomically disadvantaged	31.10%
English learners	4.40%
Students with disabilities	5.90%
Foster youth	0.60%
Homeless	0.00%

## Governing Board

Cy Silver, President  
Amanda Frank, Clerk  
Sue Dodgin, Member  
Jeff Stone, Member  
Jim Bowles, Member



## School Safety

A dedicated custodial staff beautifully maintains Olive Drive Elementary. Safety is a top priority at our school. Repairs are made in a timely manner, and graffiti is removed immediately. All staff help evaluate our school environment for safety concerns, and these concerns are discussed at regular staff meetings, Leadership Team meetings and school safety committee meetings. District Safety Committee meetings are also held on a regular basis. Visitors must sign in at the office and wear ID tags. Staff members are trained in CPR and basic first-aid techniques. The Norris School District enforces a zero-tolerance policy on all campuses. After the tardy bell rings, all campus entrances are locked. Until dismissal times, the gates remain locked for the safety of our students.

Our custodial staff works diligently to ensure high standards of cleanliness in the cafeteria, bathrooms and grounds. Emergency drills are held monthly. Those drills include but are not limited to fire drills, earthquake drills, intruder drills, etc. At the beginning of the school year, an emergency-evacuation drill is held to practice the Site Emergency/Disaster Plan. The Site Emergency/Disaster Plan was most recently reviewed, updated and discussed with school faculty in August 2019.

Teachers are trained the Crisis Prevention Institute. Our school also participates in Red Ribbon Week.

## Professional Development

The district staff-development program focuses on topics that assist each of our schools in becoming a better and safer place for students to learn and grow.

Teachers new to the Norris School District take part in several in-services throughout the year to become familiar with the district mission, expectations and procedures. Teachers who are new to the teaching profession also participate in the Teacher Induction Program (TIP). In this program, new teachers are paired with experienced teachers who function as support providers. TIP is a two-year program.

New and veteran teachers alike are committed to creating, administrating and collectively reviewing data from common formative assessments in literacy and math to guide instruction. Therefore, the focus of staff development in the Norris School District has been to further explore and enhance the rigorous units of study aligned to grade level Common Core State Standards to meet the learning needs of all students. Annual and added staff development days allow the staff to focus further on developing instructional classroom strategies to improve student learning and promote growth.

Listed below are topics and examples of the professional development opportunities for professional learning:

- Maintaining Impact Teams through district led professional development
- Strengthening mathematics instruction by focusing on differentiation
- Best practices in group instruction
- Aligning instruction with Common Core State Standards
- Using technology to assist instruction
- Using technology to communicate with parents
- Crisis prevention training
- CPR/first aid
- Next Generation Science Standards (NGSS) training for staff
- Best practices in classroom management
- Positive Behavioral Interventions and Supports (PBIS) training

Additionally, all teachers in the district receive online training on blood-borne pathogens, universal precautions, child-abuse reporting, emergency medical procedures and additional trainings will continue to occur throughout the school year. Other professional growth opportunities are made available to staff in a variety of in-service and conference offerings. The Kern County Superintendent of Schools office or other professional organizations offer these programs. Many teachers continue their professional training through various graduate-school programs offered in the area.

The classified staffs are involved with in-service training which include the following:

- CPR/first aid
- Sexual harassment
- Use of material-safety data sheets
- Child-abuse reporting
- Ongoing bus-driver training
- Strategies for classroom aides (special education and bilingual aides)
- Child nutrition

## Professional Development Days

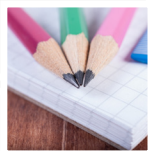
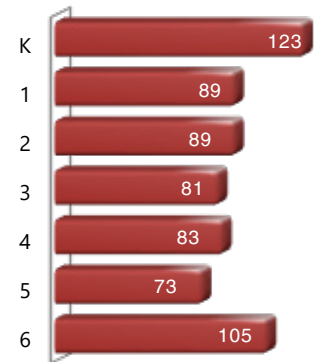
### Three-Year Data

	2017-18	2018-19	2019-20
<b>Number of school days dedicated to staff development and continuous improvement</b>	10	10	15

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.

### 2018-19 Enrollment by Grade



## Olive Drive Vision

To be an excellent school. An excellent school is one in which staff members:

- Have high expectations that all students can and will learn.
- Commitment to help each and every student learn and grow.
- Create a climate conducive to learning.
- Students learning and growing (beyond appropriate student behavior).
- Work together to ensure students are learning (team approach: teacher/student/parent).
- Advocate the Norris School District mission statement when making decisions.
- Plan and protect instructional time jealously to optimize academic learning time.
- Use sound instructional practices such as direct instruction and cooperative learning to focus on critical thinking and problem-solving.
- Work cooperatively with parents to inspire students to learn.
- See parents as our partners in their child's education.
- Use positive recognition to foster student success.

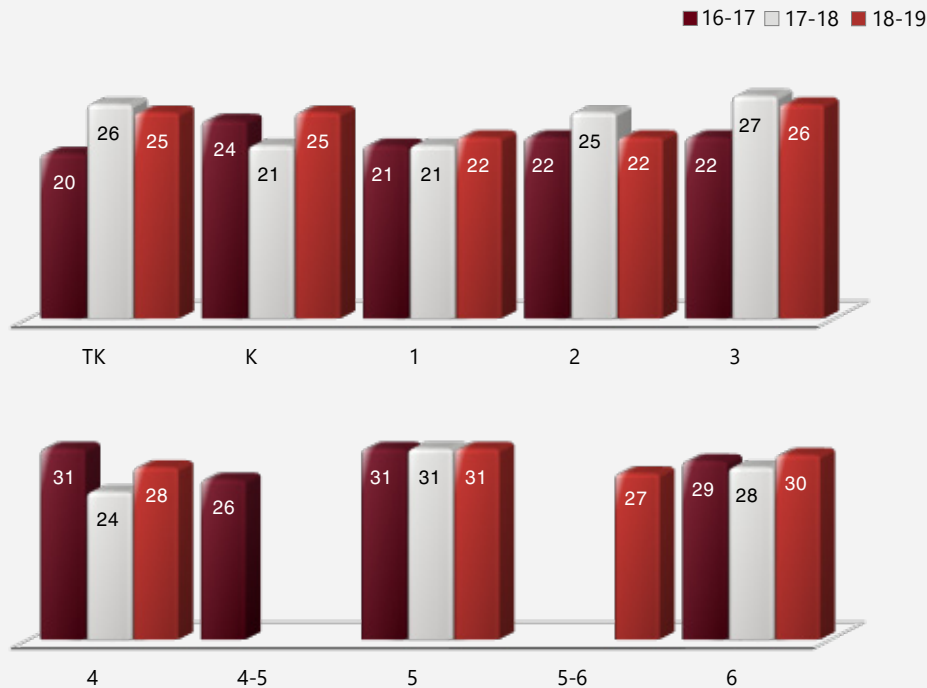


## Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

### Average Class Size

#### Three-Year Data



### Number of Classrooms by Size

#### Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK	1				1			1	
K		3		1	3			4	
1	1	2		1	3		1	3	
2		3			3			4	
3		3			3			3	
4		2			3			3	
4-5		1							
5		2			3			2	
5-6								1	
6		3			4			3	

## Types of Services Funded

- **Learning Center:** Dedicated space to helping students increase reading fluency and comprehension skills.
- **Special Education Services:** Services include speech therapy and occupational therapy for qualifying students. Students who require a more restrictive learning environment are served in one of our district special day classes.
- **Teacher Induction Program (TIP):** A training program to offer support for beginning teachers who have finished a credentialing program and who currently hold (or have applied for) a preliminary Multiple Subjects Credential or Preliminary Single Subject Credential.
- **Counseling:** A full-time counselor is available at Norris Middle School to support our students. We also have one full-time counselor who provides services at our larger elementary school sites: Norris Elementary and Veterans Elementary.
- **Behavior Support Aide:** Structured play experiences in small, focused groups are presented for elementary students during recess.
- **Homework Club:** An after-school program held at elementary and middle school sites for students who require additional academic assistance or for those who simply seek a quiet place to complete their studies.
- **North of the River (NOR) Recreation and Park District:** In partnership with the school sites, NOR sponsors the district's after-school sports programs.
- **Opportunity Program:** A program serving as an in-school alternative for students suspended from school.
- **Class Size Reduction:** A decrease in student sizes in kindergarten through third grade.







## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Olive Drive ES		Norris SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Olive Drive ES		Norris SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	54%	57%	61%	58%	50%	51%
Mathematics	51%	50%	51%	52%	38%	40%

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Olive Drive ES
	Grade 5
Four of six standards	12.5%
Five of six standards	23.6%
Six of six standards	62.5%

✧ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2018–19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3–8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3–8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3–6.

The "percentage 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 CAA divided by the total number of students who participated in both assessments.

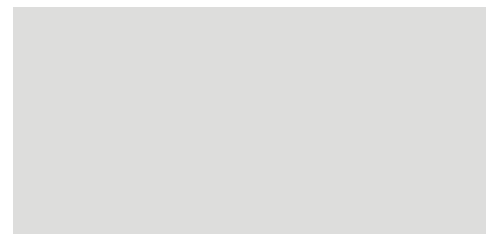
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



## CAASPP Results by Student Group: English Language Arts (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	338	335	99.11%	0.89%	57.31%
Male	168	167	99.40%	0.60%	53.29%
Female	170	168	98.82%	1.18%	61.31%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	95	95	100.00%	0.00%	50.53%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	211	208	98.58%	1.42%	58.17%
Two or more races	11	11	100.00%	0.00%	63.64%
Socioeconomically disadvantaged	117	117	100.00%	0.00%	43.59%
English learners	21	21	100.00%	0.00%	42.86%
Students with disabilities	26	25	96.15%	3.85%	20.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

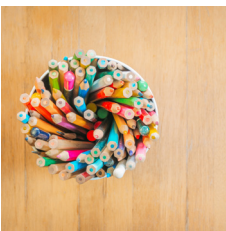
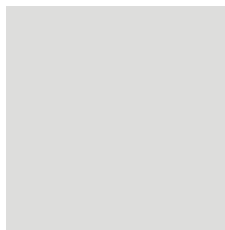




## CAASPP Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	338	335	99.11%	0.89%	49.55%
Male	168	167	99.40%	0.60%	48.50%
Female	170	168	98.82%	1.18%	50.60%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	95	95	100.00%	0.00%	38.95%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	211	208	98.58%	1.42%	50.48%
Two or more races	11	11	100.00%	0.00%	81.82%
Socioeconomically disadvantaged	117	117	100.00%	0.00%	33.33%
English learners	21	21	100.00%	0.00%	38.10%
Students with disabilities	26	25	96.15%	3.85%	12.00%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





## Textbooks and Instructional Materials

In social science, our 7th and 8th grades adopted and began implementing McGraw-Hill Impact. The adoption process consisted of the following: representative teachers from each grade level implemented, evaluated, and assessed the materials and the overall instructional design of each program. These teachers provided feedback from both programs to their colleagues, parents, and community members during in-services and meetings throughout the year. Input from all stakeholders was taken into account prior to making a final determination. A vote was taken in the spring of the adoption year.

For science, we have one grade level team per K-5 grade that is piloting the science curriculum Twig Science from August to October, McGraw-Hill Inspire from November to January, and STEMscopes from February to April. All 6-8 grade science teachers are piloting Houghton Mifflin Harcourt Dimensions in the first quarter, then STEMscopes in the second quarter. We will then conduct inservices and meetings with all stakeholders during the spring before a vote is taken on which curriculum to adopt for the 2020-21 school year.

All prior textbook adoptions in the core curricular areas undergo a similar adoption process. The core curricular materials currently being utilized are aligned to the Common Core State Standards (CCSS), state-adopted and board approved.

In addition, each student continues to have access to textbooks and is permitted to take them home when necessary.

### Textbooks and Instructional Materials List

**2019-20 School Year**

Subject	Textbook	Adopted
English Language Arts	<i>Journeys</i> , California: Houghton Mifflin Harcourt (K-6)	2017
English Language Arts	<i>Collections</i> , California: Houghton Mifflin Harcourt (6)	2017
English Language Arts	Ready Common Core (3-6)	2016
Mathematics	<i>Math Expressions</i> , Houghton Mifflin (TK)	2018
Mathematics	<i>Math Expressions</i> , Houghton Mifflin (K-5)	2014
Mathematics	California Middle School Math, McGraw-Hill (6)	2014
Mathematics	Ready Common Core	2019
Science	Pearson, Scott Foresman (K-5), Twig Science, McGraw- Hill Inspire, STEMscopes	2007, pilot
Science	Pearson, Prentice Hall (6), HMH Dimensions, STEMscopes	2007, pilot
History/social science	Pearson, Scott Foresman (K-5)	2006
History/social science	Holt, Rinehart and Winston (6)	2006

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

**2019-20 School Year**

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%



## Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

### Currency of Textbooks

**2019-20 School Year**

Data collection date	10/9/2019
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## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

### Quality of Textbooks

**2019-20 School Year**

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes







## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Exemplary
<b>Date of the most recent school site inspection</b>		7/9/2019
<b>Date of the most recent completion of the inspection form</b>		7/9/2019



*"We believe that learning is a lifelong adventure and that each child has special talents."*

## School Facilities

Olive Drive Elementary has served students since 1989. There are 32 classrooms, the majority of which are connected in groups of four. Olive Drive is a safe and well-maintained school facility. The school grounds, buildings and restrooms are in good condition, adequate and clean. The district and site custodial and grounds personnel maintain the site in an optimal manner. The entire staff takes great pride in keeping the facilities in peak condition. There are whiteboards, document cameras, computers and an abundance of teacher supplies in our classrooms. The teacher workroom houses all of the school equipment and supplies such as Ellison machines, a new laminator, an efficient and modern copy machine, three Risograph machines, and one Duplo machine.

All equipment has been centrally located for easy access for our teachers and parent volunteers. This helps to ensure efficiency and inventory control. Each teacher's pod has a computer and laser printer.

The office houses a black-and-white laser printer for office use and a color laser printer for staff use. In addition, each pod building has a digital camera for teacher use.

The office complex consists of the main office, bathroom, health office, principal's office, speech office and psychologist office. Our school library is located on the west side of our campus.

In addition to a large library collection, the library has 32 computers with internet access and various computer software programs, including Accelerated Reader, Inspiration and Grolier Online. Accelerated Reader may also be accessed from the classroom bank of iPads, as well as at home. Britannica online can be accessed from student homes.

Our cafeteria is large, with a stage area for events and plays. There is a sound system and video projector for use during assemblies and programs. Students enjoy eating indoors year-round. We continue to serve hot, nutritious lunches each day in the cafeteria. We have five supervisor aides who monitor the cafeteria and playground.

*Continued on sidebar*

## School Facilities

*Continued from left*

Our students have ample space to play and enjoy the equipment on the playground. There are tables and benches for both intermediate and primary students' access, donated by the Trailblazers for student use. There are several volleyball, basketball and tetherball courts on the blacktop area. There are two grass diamonds for students to play baseball or kickball. Our kindergarten students enjoy their private kindergarten area just east of their classrooms. In 2003-04, we installed new playground structures and began a new kindergarten bathroom building. This project was completed in 2005.

Olive Drive Elementary modernization will be completed October 2019.

Olive Drive Elementary has adopted a school-wide positive intervention system called Positive Behavioral Interventions and Supports (PBIS). We implement and model daily to our students to be "respectful, responsible and safe."



## Public 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 include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	Norris SD	Olive Drive ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	189	31	29	31
Without a full credential	5	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Olive Drive ES		
Teachers		17-18	18-19	19-20
Teacher misassignments of English learners		0	0	0
Total teacher misassignments		0	0	0
Vacant teacher positions		0	0	0

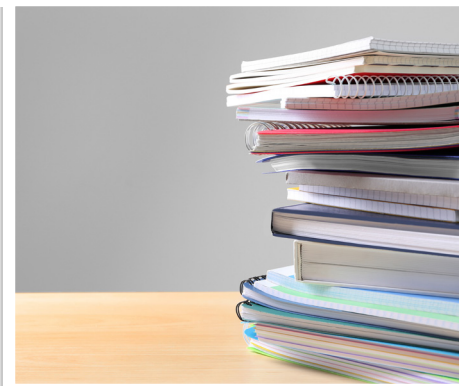


## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions		Three-Year Data								
		Olive Drive ES			Norris SD			California		
		16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Suspension rates		4.6%	2.4%	0.9%	3.7%	2.4%	1.9%	3.6%	3.5%	3.5%
Expulsion rates		0.0%	0.0%	0.0%	0.2%	0.1%	0.0%	0.1%	0.1%	0.1%

✧ Not applicable.



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	1.0
Psychologist	0.5
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	2.0
Resource specialist (nonteaching)	1.0





## Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Norris SD	Similar Sized District
Beginning teacher salary	◇	\$49,378
Midrange teacher salary	◇	\$77,190
Highest teacher salary	◇	\$96,607
Average elementary school principal salary	◇	\$122,074
Average middle school principal salary	◇	\$126,560
Superintendent salary	◇	\$189,346
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	5%	6%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Olive Drive ES	\$5,056	\$64,292
Norris SD	\$6,787	\$67,324
California	\$7,507	\$77,619
School and district: percentage difference	-25.5%	-4.5%
School and California: percentage difference	-32.7%	-17.2%

◇ Information is not available at this time.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$5,192
Expenditures per pupil from restricted sources	\$136
Expenditures per pupil from unrestricted sources	\$5,056
Annual average teacher salary	\$64,292



## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

## School Accountability Report Card

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