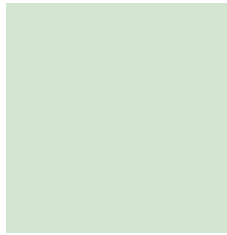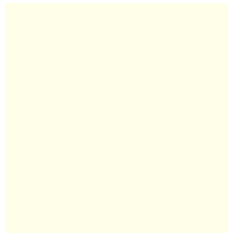# SARC

School Accountability Report Card 2018-19
Published in 2019-20

Norris Elementary School
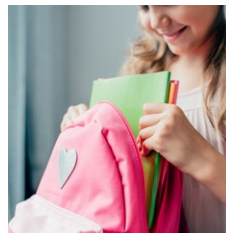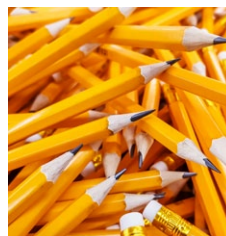
Grades TK-6
CDS Code 15-63693-6009914

Erin Hudson
Principal
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Para español, visita www.norris.k12.ca.us.

Norris School District

Principal's Message

Norris Elementary School is a TK-6 elementary school in the northwest section of Bakersfield. Established in 1880 in what was then a farming community, it is one of the oldest school districts in the county. The original one-room schoolhouse is located at our Kern County Museum. In the summer of 2005, Norris Elementary moved approximately 2.5 miles away from its home of 125 years to a location on Old Farm Road.

Our teachers take a team approach to the education of our students. Weekly grade-level collaboration meetings benefit teachers and guarantee all students receive the same curriculum.

We guard our instructional minutes while setting our academic yearly goals. We all implement our district mission statement while we strive to find the best in every child and provide enrichment and modification where appropriate. We have an all-inclusive school setting where all of us believe that each child, no matter what their academic abilities, has the same opportunities provided to them for learning. Our school site has a learning center where two highly qualified teachers with special-education credentials assist those students with Individualized Educational Plans (IEPs) as well as regular education students who are in need of extra assistance.

Norris Elementary has a broad-based and balanced curriculum that follows the state-recommended frameworks in all subject areas and is aligned with the Common Core State Standards. Our self-contained classrooms have daily schedules that reflect the state-recommended guidelines for instructional minutes. All our textbooks meet state requirements. Our teachers are skilled at evaluating student readiness, monitoring student progress, and modifying their teaching to provide successful learning opportunities for students. The staff is sensitive to individual needs and pursues opportunities to which all students have access.

The Norris Elementary School mission statement: Every teacher in every classroom will care that every student every day learns and grows and feels like he or she is special. Every teacher will academically challenge every student in every classroom every day. Every teacher in every classroom will give the six messages for kids to every student every day:

- I believe in you
- I trust in you
- I know you can do it
- You are cared for
- You are listened to
- You are very important to me

Our school motto is, "Squires are respectful, responsible and safe." Teamwork is the glue that holds the Norris Elementary School staff together. Our philosophy is that we can carry the load by ourselves much of the time, but there are times we need someone to assist us. We are there for one another because, after all, helping one another is what makes it possible to face challenges and accomplish the goals that each day brings. We help one another, but we rely on our incredible parents to give us the added hands in all of our extracurricular activities as well as day-to-day assistance.

Parental Involvement

Parents are our partners: Parent volunteers help continuously and extensively at Norris Elementary School. Whether it is community reading, the School Site Council, Parent Teacher Club, or working in the classroom as a mother or father helper, our volunteers are vital to the education of our students. We encourage all parents, grandparents and other interested adults to participate, whether it is an art activity or a field trip, or even having lunch in our cafeteria with their student. Being a part of our school environment has a positive lifelong effect on our kids, which ultimately helps our kids succeed.

Enrichment activities and community functions are a part of the entire school program, as mathematics, language arts and science are integral to overall education. Our volunteers assist us in these extra activities so our children are ready to become good American citizens.

Opportunities for parental involvement include:

- Parent Teacher Club (PTC)
- Classroom volunteers
- School Site Council (SCC)
- District and Site English Learner Advisory Committee (D/ELAC)
- Textbook Selection Committee
- Open house and back-to-school night volunteers
- Book fair volunteers
- Noon aides
- Library volunteers
- Coach/parent helper for the North of the River recreation department

For more information on how to become involved, please email our PTC at norriselementary@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

Governing Board

Cy Silver, President

Amanda Frank, Clerk

Sue Dodgin, Member

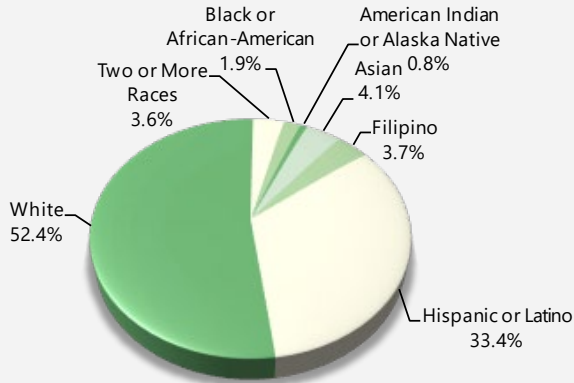Jeff Stone, Member

Jim Bowles, Member

Enrollment by Student Group

The total enrollment at the school was 1,026 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.
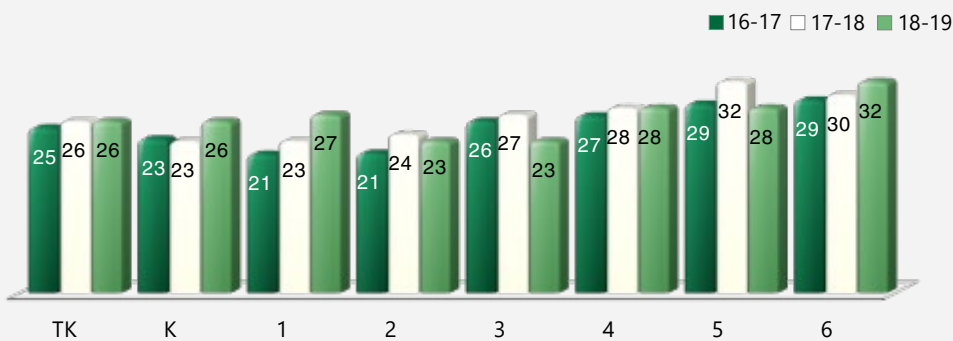
Demographics | 2018-19 School Year

Black or African-American 1.9%
American Indian or Alaska Native 0.8%
Two or More Races 3.6%
Asian 4.1%
Filipino 3.7%
White 52.4%
Hispanic or Latino 33.4%

	2018-19 School Year
Socioeconomically disadvantaged	28.70%
English learners	6.30%
Students with disabilities	8.80%
Foster youth	0.40%
Homeless	0.00%

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

Grade	Students
K	166
1	134
2	143
3	136
4	136
5	161
6	150

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.
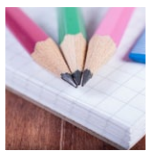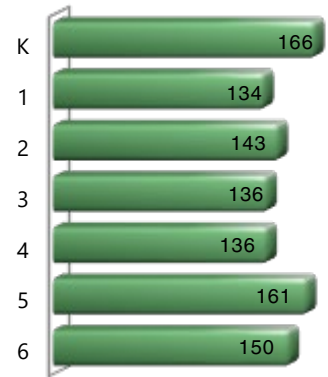
Average Class Size | Three-Year Data

Legend: 16-17, 17-18, 18-19

Grade	16-17	17-18	18-19
TK	25	26	26
K	23	23	26
1	21	23	27
2	21	24	23
3	26	27	23
4	27	28	28
5	29	32	28
6	29	30	32

Number of Classrooms by Size | Three-Year Data

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

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.

Suspension and Expulsion Rates

Norris ES

	16-17	17-18	18-19
Suspension rates	1.9%	1.4%	1.5%
Expulsion rates	0.0%	0.0%	0.0%

Norris SD

	16-17	17-18	18-19
Suspension rates	3.7%	2.4%	1.9%
Expulsion rates	0.2%	0.1%	0.0%

California

	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%

School Safety

In case of a disaster of any kind, our teachers, students and staff know exactly what to do and where to go. The Kern County Superintendent of Schools (KCSOS) and the Standardized Emergency Management System (SEMS) have earned commendations from the Bakersfield Police Department. Our emergency alarm system is very adequate. It is loud, and even our neighbors know whenever we hold an emergency drill. Our emergency contingency plan is another area where we do an exemplary job of implementing the plan. We have the equipment to maintain our 1,000-member educational community for three days with food, water and toilet services. Our parents assist us in this, and we have fire-department officials, parents and police who continually upgrade our supplies.

We have monthly drills and annual full-scale emergency drills. Periodic individual classroom emergency drills include duck-and-cover, fire and intruder on campus.

Norris Elementary is part of TUPE (Tobacco-Use Prevention Education) Tier II Cohort K Consortium. In addition, teachers are trained in Caring School Communities and the Crisis Prevention and Intervention. Our school also participates in Red Ribbon Week.

All staff members are conscientious about the safety to our students and the cleanliness of our campus. We all work together to instill the importance of keeping and maintaining a positive environment that is safe for our children.

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2019.

Squires are respectful, responsible and safe.

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**
Number of school days dedicated to staff development and continuous improvement	10	10	15

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.

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	
	Norris 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	
	Norris ES		Norris SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	60%	54%	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.

| California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Norris ES
	Grade 5
Four of six standards	24.0%
Five of six standards	17.5%
Six of six standards	57.1%

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.
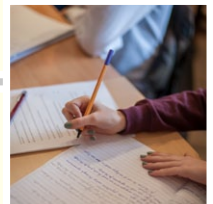
CAASPP by Student Group: English Language Arts and Mathematics

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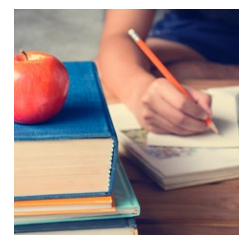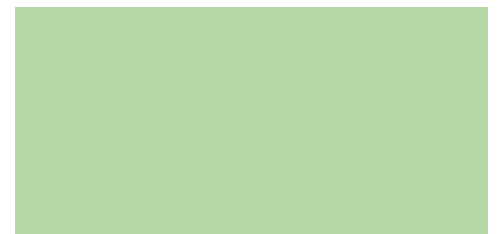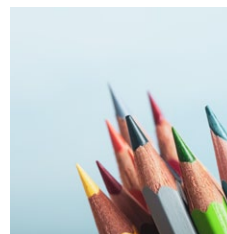
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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

✧ Not applicable.

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	587	582	99.15%	0.85%	54.30%
Male	305	303	99.34%	0.66%	49.50%
Female	282	279	98.94%	1.06%	59.50%
Black or African-American	16	16	100.00%	0.00%	37.50%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	20	20	100.00%	0.00%	60.00%
Filipino	28	28	100.00%	0.00%	64.29%
Hispanic or Latino	190	190	100.00%	0.00%	46.32%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	307	302	98.37%	1.63%	57.62%
Two or more races	21	21	100.00%	0.00%	61.90%
Socioeconomically disadvantaged	187	186	99.47%	0.53%	44.09%
English learners	45	45	100.00%	0.00%	31.11%
Students with disabilities	68	67	98.53%	1.47%	19.40%
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.
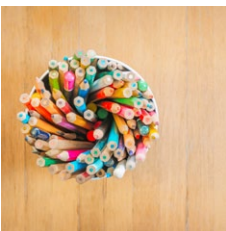
CAASPP Results by Student Group: Mathematics (grades 3-6)

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	587	582	99.15%	0.85%	50.34%
Male	305	303	99.34%	0.66%	50.17%
Female	282	279	98.94%	1.06%	50.54%
Black or African-American	16	16	100.00%	0.00%	37.50%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	20	20	100.00%	0.00%	50.00%
Filipino	28	28	100.00%	0.00%	71.43%
Hispanic or Latino	190	190	100.00%	0.00%	38.42%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	307	302	98.37%	1.63%	55.96%
Two or more races	21	21	100.00%	0.00%	57.14%
Socioeconomically disadvantaged	187	186	99.47%	0.53%	38.17%
English learners	45	45	100.00%	0.00%	15.56%
Students with disabilities	68	67	98.53%	1.47%	22.39%
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	*Journeys*, California: Houghton Mifflin Harcourt (K-6)	2017
English Language Arts	*Collections*, California: Houghton Mifflin Harcourt (6)	2017
English Language Arts	Ready Common Core (3-6)	2016
Mathematics	*Math Expressions, Houghton Mifflin (TK)*	2018
Mathematics	*Math Expressions, 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

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

"Our teachers are skilled at evaluating student readiness, monitoring student progress, and modifying their teaching to provide successful learning opportunities for students."

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

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**
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Good
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Good
Overall summary of facility conditions	Exemplary
Date of the most recent school site inspection	7/8/2019
Date of the most recent completion of the inspection form	7/8/2019

School Facilities

Norris Elementary is in great condition. A very professional group of custodians keeps up the entire facility. They—as well as the students, staff and parents—take a great deal of pride in this beautiful school site.

Our library is outstanding, with approximately 20,000 books. This is a wonderful atmosphere where students and adults are able to check out books and participate in weekly story time and do independent work and research. Approximately 30 iMacs are also available for student use, and printers are located throughout the library. Our library aide takes her job very seriously, and she is full of enthusiasm and knowledge about authors and books. We like to think of our library as the hub of our school site.

There is a huge play area for our kindergarten students with equipment for balancing and climbing and the enhancement of motor skills and large-muscle development.

A primary area of swings, slides, bars and balancing areas provides all of our students with many opportunities for enjoying physical play. A third area is called the physical fitness area and is located to the north, close to our classrooms for grades 4-5. There is a ball wall and an enormous playing field.

Six tetherball poles are located in the intermediate grade areas, and six are located in the primary-grade areas. There are eight full basketball courts, and many jumping games painted on the blacktop. A member of the maintenance, operations and transportation (MOT) department makes a safety check once a month on each piece of equipment (swings, slides, bars, etc.) to ensure students are safe while they are actively engaged in play on this equipment.

Our MOT department works diligently at keeping our school site manicured and neat.

Trimming trees and planting flowers continue to be a high priority to ground crew. Our staff appreciates the hard work and caring efforts of the MOT.

Our school has excellent custodians who make certain that our whole facility is spotless. Our classrooms and restrooms are cleaned thoroughly on a daily basis. Deep cleaning is done at least twice during the school year.

There is ample space for our students to play and enjoy the learning environment. There are tables and benches for student and class use on the intermediate playground, kindergarten playground and surrounding many of the trees on the playground.

A specified area is designated for our physical education program, which is run in grades 3-5 by a credentialed physical education teacher. This is a master program and is known as one of the most exemplary in the county.

School Facilities

Continued from left

It is a pleasure working at Norris Elementary, because everything about the facility welcomes staff, students and visitors. Our overall goal is that a visitor's first impression of Norris Elementary School is that it is a warm, welcoming and comforting educational institution.

Visitors frequently comment on the outstanding welcome they receive by the school secretary and clerks, as well as teachers, students and other staff. We embrace parents as partners, and we welcome visitors.

Norris Elementary complies with respect to the facilities being in good, safe and clean condition, with enough restrooms and a large school ground area for students to participate in recreational play or organized team sports.

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.

Teacher Credential Information		Three-Year Data		
	Norris SD	Norris ES		
Teachers	**19-20**	**17-18**	**18-19**	**19-20**
With a full credential	189	43	43	43
Without a full credential	5	0	1	1
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		
	Norris 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

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.
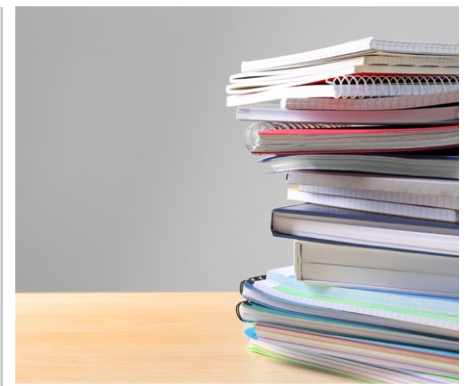
Academic Counselors and School Support Staff

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)	0.50
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.50
Psychologist	0.50
Social worker	0.00
Nurse	0.22
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.50

✧ Not applicable.

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. 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. To look up expenditures and salaries for a specific school district, see the Ed-Data website at 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**
Norris ES	$4,807	$66,205
Norris SD	$6,787	$67,324
California	$7,507	$77,619
School and district: percentage difference	-29.2%	-1.7%
School and California: percentage difference	-36.0%	-14.7%

◈ 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	$4,955
Expenditures per pupil from restricted sources	$148
Expenditures per pupil from unrestricted sources	$4,807
Annual average teacher salary	$66,205

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.