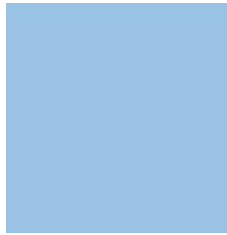
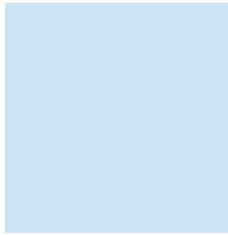


SARC

School Accountability Report Card 2018-19

Published in 2019-20



William B. Bimat Elementary School

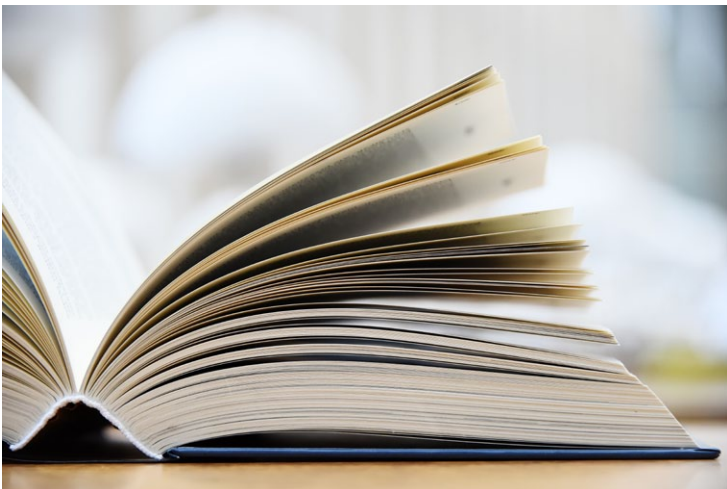
Grades K-6
CDS Code 15-63693-6118681

Jodi Mudryk
Principal
jodi.mudryk@norris.k12.ca.us

8600 Northshore Drive
Bakersfield, CA 93312
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Para español, visita www.norris.k12.ca.us.



Norris School District

6940 Calloway Drive Bakersfield, CA 93312 ▪ www.norris.k12.ca.us

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



Principal's Message

William B. Bimat Elementary School is committed to meeting the needs of all our students. Teachers and staff are dedicated to providing each student the opportunity to achieve his or her highest potential. We do this by encouraging students to be cognizant of their own progress and learning to self-assess and set learning goals. We strive to provide a school where students are recognized for their achievements, feel safe in their environment, and are treated with dignity and respect. We provide a comprehensive educational program with high expectations, a positive atmosphere and the opportunity to develop a positive self-image. We believe in teamwork. By working together with our parents, community and staff, our Bimat students are provided the support necessary to be successful and productive in the classroom and beyond. We recognize students at our quarterly award assemblies (Top Dog Awards), where they earn awards for Character, Most Improved, Outstanding Citizenship or Excellent Academics. We also recognize our fourth- through sixth-grade students for achieving honor roll status each quarter. We offer a variety of activities designed to meet our students' individual needs, talents and interests. Students can participate in band, choir, intramural sports, after-school sports, Oral Language Festival (Bimat Bark Club), Drama Club, Battle of the Books, Science Fair, spelling bee, Knowledge Bowl and Club ACE (After School Enrichment). Our students are our top priority, and we strive to provide activities in which students can have opportunities to learn and feel success.

At Bimat Elementary School, our goal is to be an excellent school. An excellent school is one in which staff members:

1. Take a team approach in support of student achievement
2. Have high expectations that all students can and will learn
3. Use sound instructional practices to meet the needs of all learners
4. Focus on critical thinking and problem-solving using students' interests, experiences and strengths to foster motivation and engagement
5. Promote responsibility, respectfulness, safety, and kindness to create a loving and safe environment
6. Protect instructional time for learning
7. Foster curiosity and creativity
8. Give recognition for students who succeed

During the 2013-14 school year, William B. Bimat Elementary was honored with the California Distinguished School Award. The two programs that were highlighted included the Learning Center and our Community Service/Learning benefiting the American Cancer Society Relay for Life. Since opening the school in 2001, our staff, students and families have raised more than \$125,000 for the American Cancer Society in honor of our school's namesake, William B. Bimat.

Public Internet Access

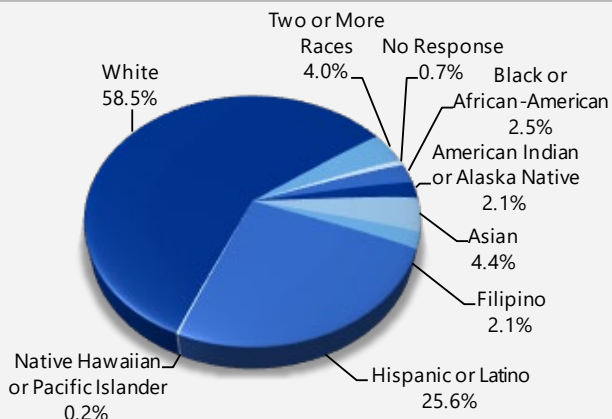
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the internet at libraries and public locations is generally provided on first-come, first-served basis. Other use restrictions include the hours of operation, 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.

Enrollment by Student Group

The total enrollment at the school was 571 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 | 26.10% |
| English learners | 4.70% |
| Students with disabilities | 10.70% |
| Foster youth | 1.20% |
| Homeless | 0.00% |

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



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, administering 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 |



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

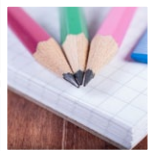
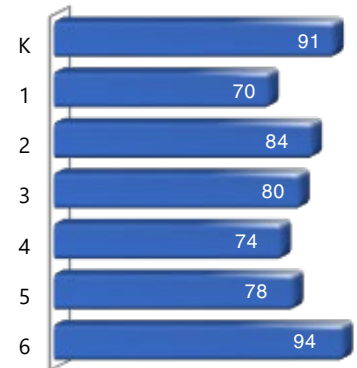
Three-Year Data

| | Bimat ES | | | Norris SD | | | California | | |
|-------------------------|----------|-------|-------|-----------|-------|-------|------------|-------|-------|
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Suspension rates | 1.5% | 1.8% | 1.7% | 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% |

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



School Vision Statement

The William B. Bimat Elementary School staff is dedicated to meeting the educational needs of all children through a partnership between the school, parents and the community.

This vision includes a commitment to give every student the opportunity to be successful; develop a positive self-image; make decisions; and grow academically, socially and physically.

Our commitment to giving students the opportunity to participate in community service and civic awareness develops their respect for one another, and in return, they learn they are able to make a difference in our community.

We assist our students in developing the necessary skills for college, successful careers, and participation in a free and democratic society.

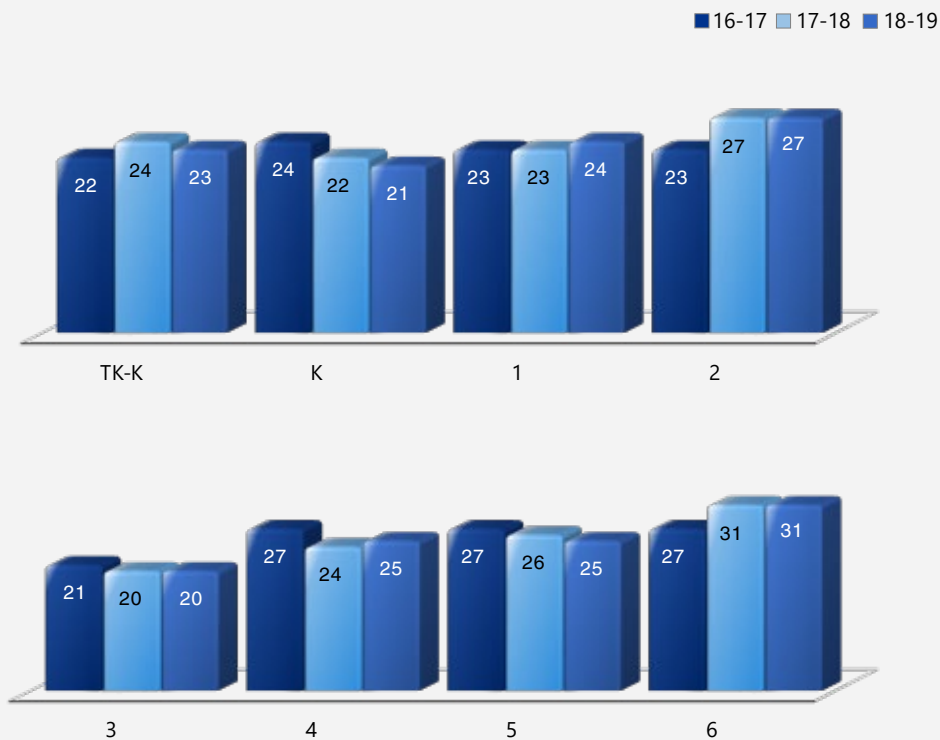


Class Size Distribution

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-K | | 1 | | | 1 | | | 1 | |
| K | | 3 | | .5 | 3 | | .5 | 3 | |
| 1 | | 3 | | .5 | 3 | | .5 | 3 | |
| 2 | | 3 | | .5 | 3 | | .5 | | |
| 3 | | 3 | | 4.5 | | | 4.5 | | |
| 4 | | 3 | | .5 | 3 | | .5 | 3 | |
| 5 | | 3 | | .5 | 3 | | .5 | 3 | |
| 6 | | 3 | | 1 | 3 | | 1 | 3 | |

Parental Involvement

Bimat Elementary has a very enthusiastic Parent Teacher Club (PTC). The Bimat PTC is designed to help provide enrichment for our academic program. They organize school events, including the Fall Festival, May Dinner, Grandparent's Day, Donuts with Dads, Muffins with Moms, the Scholastic Book Fair and Field Day, just to name a few. Our PTC raises funds that benefit all of our students, teachers and families. We encourage all parents to join the Bimat PTC.

The School Site Council (SSC) is made up of equal numbers (five) of parents and school personnel who work together to benefit the children at Bimat Elementary. Our SSC approves our School Site Plan, our Safety Plan and is apprised each quarter on our Local Control Accountability Plan's goals progress.

Parent volunteers are used extensively at Bimat Elementary. Our volunteers help in the classrooms supporting instruction and preparing learning materials. They chaperone field trips and support our community events.

North of the River (NOR) runs after-school sports teams at Bimat Elementary. NOR provides coaches and schedules practices and games. Fall sports are flag football, volleyball and cross-country. Winter sports are boys' and girls' basketball, and in the spring, we have a Norris District track and field team. There is a no-cut policy for after-school sports teams: Everyone plays, and the number of students participating determines the number of teams at each grade level.

Club ACE is offered to our students in grades 3-6 on Tuesdays and/or Thursdays. Students who attend receive help with basic math skills so that they are able to have more success with their grade level standards.

For more information on how to become involved at the school, please contact our school principal Jodi Mudryk or our Parent Teacher Club President at (661) 387-7080.





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 | |
|--|----------|-------|-----------|-------|---------------|-------|
| | Bimat 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 | |
|---|----------|-------|-----------|-------|---------------|-------|
| | Bimat ES | | Norris SD | | California | |
| Subject | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| English language arts/literacy | 60% | 57% | 61% | 58% | 50% | 51% |
| Mathematics | 52% | 51% | 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 | | Bimat ES |
| | | Grade 5 |
| Four of six standards | | 16.7% |
| Five of six standards | | 17.9% |
| Six of six standards | | 65.4% |

✧ Not applicable.

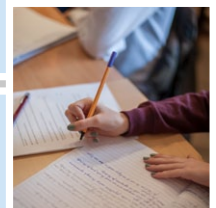
California Assessment of Student Performance and Progress (CAASPP)

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.



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.

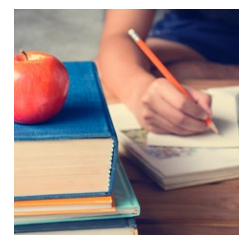
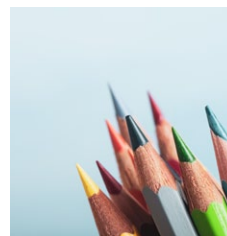
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only 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 | 346 | 343 | 99.13% | 0.87% | 57.14% |
| Male | 188 | 187 | 99.47% | 0.53% | 47.59% |
| Female | 158 | 156 | 98.73% | 1.27% | 68.59% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | 12 | 12 | 100.00% | 0.00% | 75.00% |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 89 | 87 | 97.75% | 2.25% | 49.43% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| White | 198 | 197 | 99.49% | 0.51% | 58.38% |
| Two or more races | 15 | 15 | 100.00% | 0.00% | 60.00% |
| Socioeconomically disadvantaged | 92 | 90 | 97.83% | 2.17% | 38.89% |
| English learners | 19 | 19 | 100.00% | 0.00% | 36.84% |
| Students with disabilities | 47 | 45 | 95.74% | 4.26% | 17.78% |
| 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.

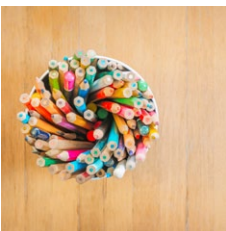




CAASPP Results by Student Group: Mathematics (grades 3-6)

| 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 | 346 | 343 | 99.13% | 0.87% | 51.31% |
| Male | 188 | 187 | 99.47% | 0.53% | 50.27% |
| Female | 158 | 156 | 98.73% | 1.27% | 52.56% |
| Black or African-American | ❖ | ❖ | ❖ | ❖ | ❖ |
| American Indian or Alaska Native | ❖ | ❖ | ❖ | ❖ | ❖ |
| Asian | 12 | 12 | 100.00% | 0.00% | 58.33% |
| Filipino | ❖ | ❖ | ❖ | ❖ | ❖ |
| Hispanic or Latino | 89 | 87 | 97.75% | 2.25% | 40.23% |
| Native Hawaiian or Pacific Islander | ❖ | ❖ | ❖ | ❖ | ❖ |
| White | 198 | 197 | 99.49% | 0.51% | 53.81% |
| Two or more races | 15 | 15 | 100.00% | 0.00% | 60.00% |
| Socioeconomically disadvantaged | 92 | 90 | 97.83% | 2.17% | 27.78% |
| English learners | 19 | 19 | 100.00% | 0.00% | 21.05% |
| Students with disabilities | 47 | 45 | 95.74% | 4.26% | 4.44% |
| 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 |

Parental Involvement

Bimat Elementary has a very enthusiastic Parent Teacher Club (PTC). The Bimat PTC is designed to help provide enrichment for our academic program. They organize school events, including the Fall Festival, May Dinner, Grandparent's Day, Donuts with Dads, Muffins with Moms, the Scholastic Book Fair and Field Day, just to name a few. Our PTC raises funds that benefit all of our students, teachers and families. We encourage all parents to join the Bimat PTC.

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For more information on how to become involved at the school, please contact our school principal Jodi Mudryk or our Parent Teacher Club President at (661) 387-7080.

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% |

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 |

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 | | 7/22/2019 |
| Date of the most recent completion of the inspection form | | 7/22/2019 |

School Facilities

William B. Bimat Elementary opened in August 2001. Our campus is visually attractive and extremely functional. The facilities, as one would expect, are in great shape, and our staff, students, parents and community have taken great pride in keeping Bimat Elementary clean and appealing.

Our library is the hub of the school and consists of a teaching area, a very large section of shelving for our collection, and an area that houses computer workstations connected to the internet. The library has a photocopier for student and staff use.

The designs of the classrooms are very functional for instruction. Classrooms have large bulletin-board areas, and most classrooms share a connecting space used for one-on-one and small group instruction. We have 10 iPad carts, which contain 30 iPads each, as well as 3 Chromebook carts in 6th grade.

Large-screen monitors, Apple TV and document cameras are also available in every classroom. Printers are located throughout the school for both student and staff use.

Each teacher has his or her own workstation, and all computers (staff and student) have internet access.

The cafeteria/multipurpose room is well sized and very functional. The stage has curtains as well as a moveable partition that has a whiteboard for instructional purposes. Our instrumental and vocal music teachers use the stage on a weekly basis, and it is a highly effective instructional area.

The multipurpose room is equipped with data, Apple TV, outlets and an automated screen that allows for PowerPoint presentations and video viewing.

The office, staff lounge and teacher workroom complex is very functional. Staff and parent volunteers share two copiers, three Risograph machines and a laminator. The workroom is equipped with two Ellison machines, countless Ellison dies, a bookbinding machine, two paper cutters, among other tools.

Playground and bathroom facilities are adequate and well maintained. Our lead custodian performs safety checks on all playground equipment monthly.

William B. Bimat Elementary employs a full-time lead custodian and two part-time custodians. Rooms are cleaned on a daily basis, and the lead custodian inspects playground equipment monthly. A safety meeting is conducted monthly to address any areas of deficiency. The campus is completely fenced, and gates remained locked throughout the school day. All visitors must sign in the front office and wear a badge while on campus.

School Safety

The Bimat staff is very conscientious about the safety of our students. Monthly emergency drills (fire, earthquake and lockdown drills) are scheduled. All visitors must sign in to our office and wear a visitor or volunteer badge while on campus. First-aid training of staff is a priority in the Norris School District. We have two certified CPR and first-aid trainers employed in our district.

Bimat Elementary has a site safety committee that meets monthly. School safety concerns are discussed, and accident reports are reviewed. The safety meeting agendas are available in the school office. There is also a monthly District Safety Committee meeting, where issues brought up at school sites and at the district level are discussed and resolved. This committee consists of our administrator of district support services, administrator of finance and human resources, the maintenance, operations and transportation director, our director of school support services, our director of technology, the district classified payroll technician, and the Norris Middle School Counselor. Principals are invited to attend selected scheduled District Safety meetings throughout the school year.

Bimat Elementary School's Safety Committee also meets several times a year to review and update our School Safety Plan. The most recent review and update was in September of 2019. Our School Site Council, made up of certificated and classified employees and parents, approves our school safety plan. It is also sent to the Norris School District School Board for review. This plan, housed in the school offices and available to parents upon request, addresses our response to earthquake, fire, intruders on campus, bomb threats, loss of power, explosion, severe windstorm and chemical accident. It also addresses things such as our site evacuation plan, shelter-in-place plan, school security, student-behavior plans, dress standards, sexual-harassment policy, questioning by law enforcement, and transportation safety and bus rules.

Teachers are trained in Positive Behavioral Interventions and Supports (PBIS). Our school participates in Red Ribbon Week every October, and we promote "Responsibility, Respectfulness and Safety" each and every school day. At Bimat, we work together to instill the importance of kindness and treating others with dignity and respect. Bimat Bulldogs take care of each other!



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 | Bimat ES | | |
| Teachers | 19-20 | 17-18 | 18-19 | 19-20 |
| With a full credential | 189 | 29 | 28 | 28 |
| Without a full credential | 5 | 1 | 2 | 1 |
| Teaching outside subject area of competence (with full credential) | 0 | 0 | 0 | 0 |

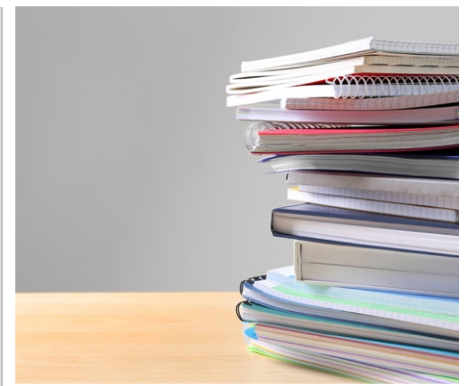
Teacher Misassignments and Vacant Teacher Positions

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 | | |
|---|--|-----------------|-------|-------|
| | | Bimat 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) | 0.0 |
| Library media teacher (librarian) | 0.0 |
| Library media services staff (paraprofessional) | 1.0 |
| Psychologist | 1.0 |
| Social worker | 0.0 |
| Nurse | 0.2 |
| Speech/language/hearing specialist | 1.0 |
| 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. 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 |
| Bimat ES | \$4,891 | \$66,480 |
| Norris SD | \$6,787 | \$67,324 |
| California | \$7,507 | \$77,619 |
| School and district: percentage difference | -27.9% | -1.3% |
| School and California: percentage difference | -34.8% | -14.4% |

◇ 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 | \$5,270 |
| Expenditures per pupil from restricted sources | \$379 |
| Expenditures per pupil from unrestricted sources | \$4,891 |
| Annual average teacher salary | \$66,480 |



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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