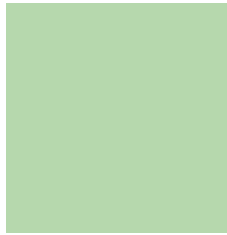
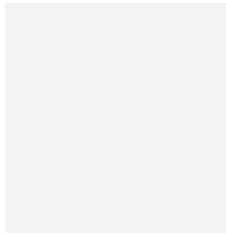


SARC

School Accountability Report Card 2018-19

Published in 2019-20



Norris Middle School

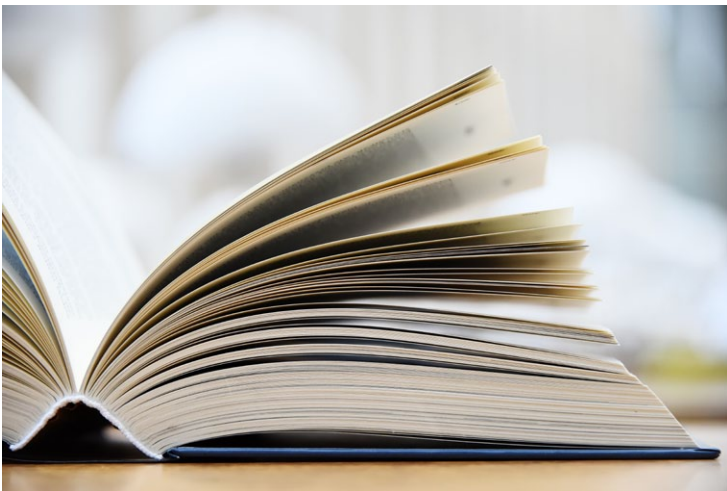
Grades 7-8
CDS Code 15-63693-6103493

Ryan Carr
Principal
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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

Welcome to the 2019-20 school year. The staff at Norris Middle School invites you to help us continue the longstanding tradition of educational excellence by being our partners in your child's education. We are looking forward to an exciting year of learning and growth for our students. Our team of outstanding teachers and staff has worked tirelessly to plan for this upcoming school year. We continue to strive to be an excellent school and ultimately recognize that our success as an educational institution is measured primarily by the success and growth of our students. We work tirelessly in this endeavor.

To ensure the success of your child, you can help by:

- Being sure your child is at school on time every day
- Modeling respect and support for our school and of all school personnel
- Joining our parent groups (Parent-Teacher Club, School Site Council)
- Volunteering in the classroom or library
- Chaperoning field trips
- Assisting with special activities
- Monitoring your child's homework
- Insisting that your child complete and turn in all assignments
- Carefully reviewing all correspondence from school

Thank you for partnering with us. We look forward to a great year!

Ryan Carr
Principal

Parental Involvement

The Norris Middle School Parent-Teacher Club meets once a month. It contributes regularly with financial and volunteer help in a variety of ways: sponsoring dances, underwriting the purchase of new sports uniforms, rewarding honor roll students with a special event and purchasing extras that school budgets cannot.

The School Site Council (SSC) reviews monthly reports of the school's work, acts as an advisory board on other school expenditures, looks over and discusses the school safety plan, and reviews and makes recommendations toward the district Local Control and Accountability Plan (LCAP) goals.

Parents volunteer in many ways throughout the school year. Parents of eighth graders join us on our annual trip to Magic Mountain. Field trips, band trips, choir trips and sports events are supported with parent help. Our parents aid our teachers by preparing and copying the necessary materials used in instruction. School-sponsored events—such as Back-To-School Night, Pasta Dinner/Open House, Science Fair, Science Bowl, Oral Language Festival, Spelling Bee, Norris Vocal Festival, Norris Instrumental Festival and Math Field Day—are well attended by our parents.

For more information on how to become involved, contact the Parent-Teacher Club president, Amy Deramus, at (661) 387-7060.

School Safety

The Norris Middle School staff is very conscientious about the safety of our students. Monthly emergency drills (fire, duck-and-cover, or lockdown) are scheduled. All visitors must sign in and wear a visitor or volunteer badge while on campus. In addition, school personnel escort visitors to Norris Middle School to their destination. First-aid training of staff is a priority in the Norris School District, and we have two certified CPR/first-aid trainers employed in our district.

Norris Middle School has a safety committee that meets monthly. School safety concerns are discussed, and accident reports are reviewed. The minutes of these meetings 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 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.

It also addresses 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. It was last reviewed, updated and discussed with the school faculty in August 2019.

Norris Middle School is also part of the Title IV Kern County Superintendent of Schools Substance Abuse Prevention Education Consortium. Teachers are trained in the Crisis Prevention Institute. Our school participates in Red Ribbon Week.

At Norris Middle School, we work together to instill the importance of keeping and maintaining a positive, safe environment for our children centered on "Respectful, Responsible and Safe" behavior.

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

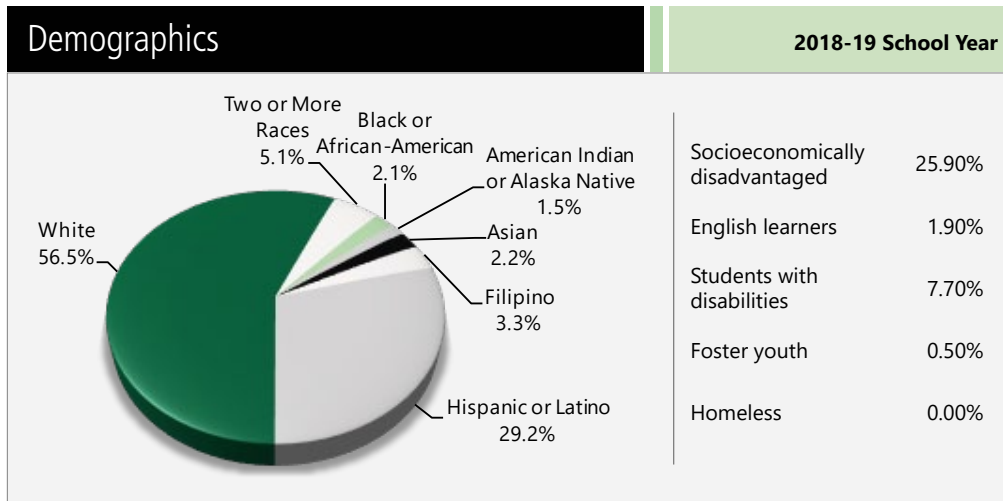
Jeff Stone, Member

Jim Bowles, Member



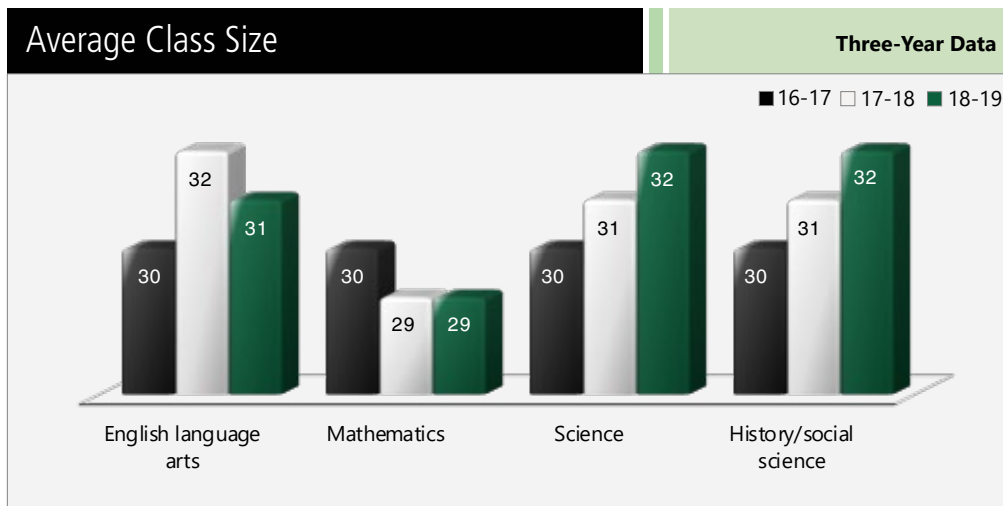
Enrollment by Student Group

The total enrollment at the school was 982 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



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.

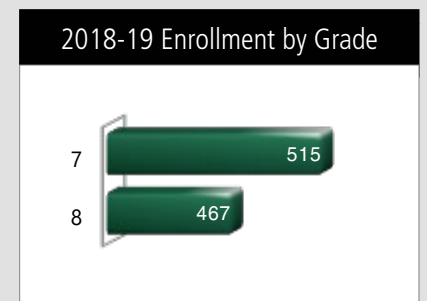


Number of Classrooms by Size **Three-Year Data**

Subject	2016-17			2017-18			2018-19		
	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	4	28		3	4	24		32	2
Mathematics	2	30		4	23	7		27	9
Science		31	1	2	13	17		14	19
History/social science		30	2	3	11	18		13	20

Enrollment by Grade

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



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 MS			
	16-17	17-18	18-19
Suspension rates	6.8%	5.5%	4.1%
Expulsion rates	0.8%	0.5%	0.1%
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%



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 MS		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 MS		Norris SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	64%	57%	61%	58%	50%	51%
Mathematics	46%	45%	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 MS
		Grade 7
Four of six standards		8.7%
Five of six standards		27.4%
Six of six standards		59.7%

✧ Not applicable.

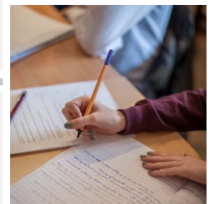
California Assessment of Student Performance and Progress (CAASPP)

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 7–8.

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.

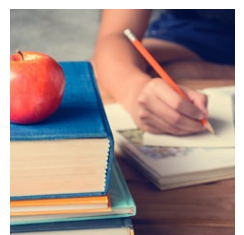
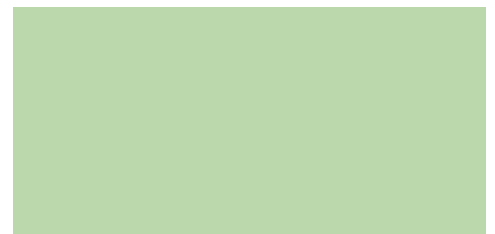
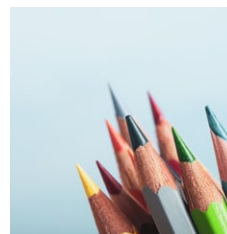
Note: The number of students tested includes all students who participated in the test whether they received a score or not. However, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only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



CAASPP Results by Student Group: English Language Arts (grades 7-8)

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	989	984	99.49%	0.51%	56.61%
Male	510	508	99.61%	0.39%	51.97%
Female	479	476	99.37%	0.63%	61.55%
Black or African-American	23	23	100.00%	0.00%	39.13%
American Indian or Alaska Native	15	15	100.00%	0.00%	40.00%
Asian	22	22	100.00%	0.00%	90.91%
Filipino	31	31	100.00%	0.00%	87.10%
Hispanic or Latino	298	298	100.00%	0.00%	50.67%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	550	545	99.09%	0.91%	57.06%
Two or more races	50	50	100.00%	0.00%	66.00%
Socioeconomically disadvantaged	260	259	99.62%	0.38%	40.93%
English learners	43	43	100.00%	0.00%	39.53%
Students with disabilities	81	80	98.77%	1.23%	15.00%
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.

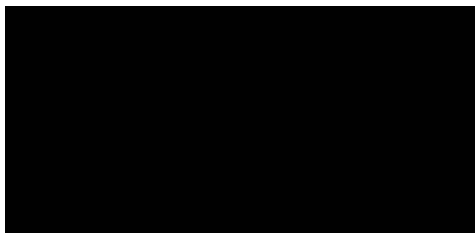
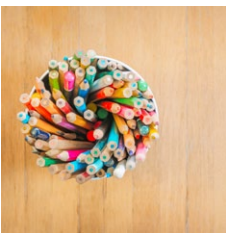
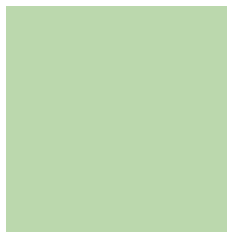




CAASPP Results by Student Group: Mathematics (grades 7-8)

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	989	983	99.39%	0.61%	44.86%
Male	510	507	99.41%	0.59%	47.73%
Female	479	476	99.37%	0.63%	41.81%
Black or African-American	23	23	100.00%	0.00%	26.09%
American Indian or Alaska Native	15	15	0.00%	0.00%	26.67%
Asian	22	22	100.00%	0.00%	77.27%
Filipino	31	31	100.00%	0.00%	74.19%
Hispanic or Latino	298	298	100.00%	0.00%	36.91%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	550	544	98.91%	1.09%	46.88%
Two or more races	50	50	100.00%	0.00%	52.00%
Socioeconomically disadvantaged	260	259	99.62%	0.38%	32.05%
English learners	43	43	100.00%	0.00%	13.95%
Students with disabilities	81	80	98.77%	1.23%	5.00%
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
Reading/language arts	Collections, California: Houghton Mifflin Harcourt (7-8)	2017
Reading/language arts	Ready Common Core	2019
Mathematics	California Math, California Algebra; McGraw-Hill (7-8)	2014
Science	Pearson, Prentice Hall (7-8), HMH Dimensions, STEMscopes	2007, pilot
History/social science	McGraw-Hill Impact (7-8)	2019

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.

Continued on page 8

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	✧
Foreign language	0%
Health	✧
✧ Not applicable.	

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



Professional Development

Continued from page 7

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

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		6/24/2019
Date of the most recent completion of the inspection form		6/24/2019



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.

School Facilities

The Norris Middle School campus is located in what was recently a rural environment. We are now rapidly being surrounded by the construction of new homes. Our facilities are adequate for our enrollment.

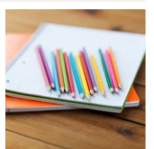
The modernization of the Norris Middle School campus was completed at the beginning of the 2016-17 school year. We renovated 16 new classrooms, added a new administration/front office building and a new blacktop and playfield area. Prior to these renovations, the campus added 14 new classrooms, a new library, computer lab, prep kitchen and multipurpose room. These additions were completed at the start of the 2015-16 school year. Currently, we have 42 permanent classroom buildings. An outdoor amphitheater is in the center of the campus.

Our district maintenance staff does an excellent job of keeping our facilities clean and in good working order. It works on a schedule, which supplies assistance during the school day, and cleaning at night. Students are also encouraged to keep the campus clean. A student-created program started a few years ago that has students volunteer during their elective class to help pick up trash around the campus.

We have athletic fields that are occupied during the school day by our physical education classes and after-school hours by our after-school sports program, as well as community groups who sponsor sports teams.

The Norris Middle School library contains 15,519 print resources for student use. This number includes fiction and nonfiction books, reference materials, professional materials, videos, audio and posters. The library also houses a computer lab with 36 desktop stations. In addition, we have 32 Chromebook carts that contain approximately 32 Chromebooks each. These are used for benchmark assessments and other instructional purposes throughout the school year. All computers on our campus have internet access. All of our buildings are accessible for individuals with disabilities.

We provide supervision for our students when they arrive in the morning before school begins and during afternoon dismissal. School employees supervise after-school programs (both academic and sports). Classrooms have been designed to support effective teaching. New construction has been specifically planned with academic excellence as the focus.





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 MS		
Teachers	19-20	17-18	18-19	19-20
With a full credential	189	40	39	45
Without a full credential	5	3	2	2
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

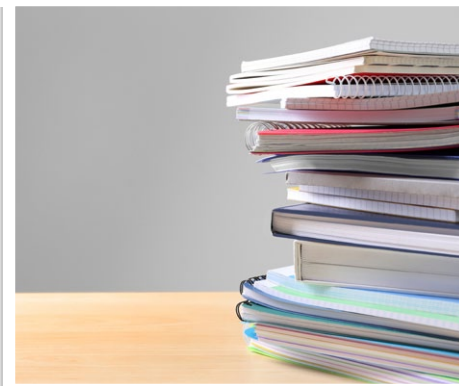
This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at 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 MS			
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.

✧ 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)	1.0
Library media teacher (librarian)	1.0
Library media services staff (paraprofessional)	2.5
Psychologist	1.0
Social worker	0.0
Nurse	0.2
Speech/language/hearing specialist	0.5
Resource specialist (nonteaching)	2.0





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
Norris MS	\$4,675	\$63,229
Norris SD	\$6,787	\$67,324
California	\$7,507	\$77,619
School and district: percentage difference	-31.1%	-6.1%
School and California: percentage difference	-37.7%	-18.5%

◇ 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	\$4,847
Expenditures per pupil from restricted sources	\$173
Expenditures per pupil from unrestricted sources	\$4,675
Annual average teacher salary	\$63,229



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

PUBLISHED BY:

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