

Norris Elementary School

7110 Old Farm Road Bakersfield, CA 93312 ▪ <https://nes.norris.k12.ca.us>

Erin Hudson, Principal ▪ erin.hudson@norris.k12.ca.us ▪ (661) 387-7020

Grades TK-6 ▪ CDS Code 15-63693-6009914

Squires are respectful, responsible and safe and kind



Norris School District

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

Cy Silver, Superintendent ▪ cy.silver@norris.k12.ca.us ▪ (661) 387-7000

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 and special day classes to assist those students with Individualized Educational Plans (IEPs) as well as regular education students who need 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, safe and kind." 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.

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 Tobacco-Use Prevention Education (TUPE) 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 January 2026.

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

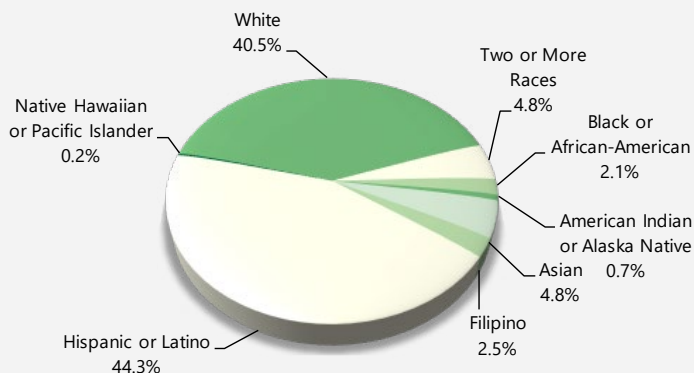
Sue Dodgin, President
Amanda Frank, Clerk
Steph Thisius, Clerk
Don Bertrand, Member
Jim Bowles, Member



Enrollment by Student Group

The total enrollment at the school was 810 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

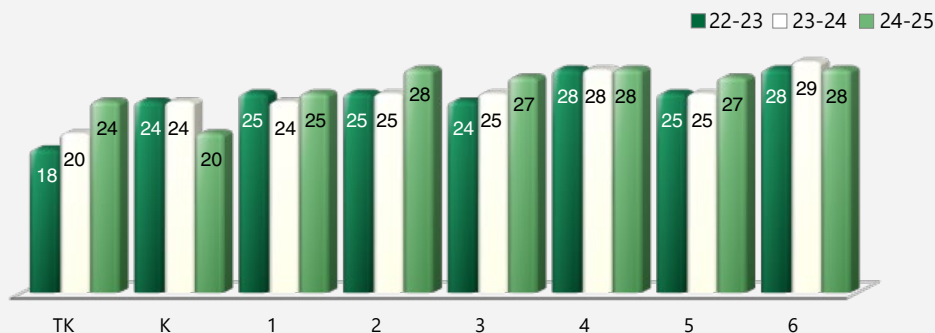
Demographics (2024-25 School Year)



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)

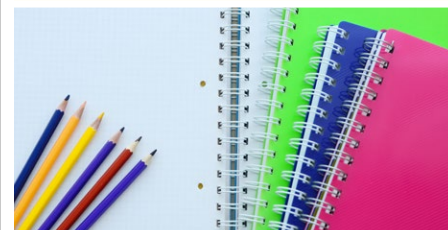
	2022-23			2023-24			2024-25		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK	2			2				2	
K		3			3			4	
1		4			4			4	
2		4			4			3	
3		4			4			4	
4		5			5			4	
5		5			5			4	
6		5			5			5	

Enrollment by Student Group

Demographics

2024-25 School Year

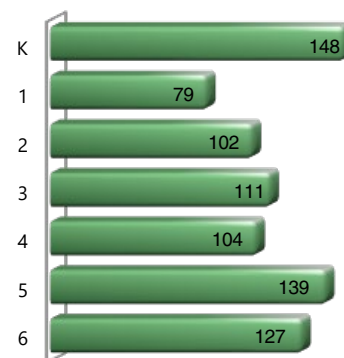
Female	47.20%
Male	52.80%
Non-Binary	0.00%
English Learners	4.90%
Foster Youth	0.20%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	37.80%
Students with Disabilities	13.60%



Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2024-25 school year.

Enrollment by Grade



Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates collected between July through June, each full school year respectively. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates (Three-Year Data)

	Norris ES			Norris SD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	1.40%	0.50%	0.60%	1.90%	1.50%	1.50%	3.60%	3.30%	2.90%
Expulsion rates	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%	0.10%	0.10%	0.10%

Suspensions and Expulsions by Student Group

Suspensions and Expulsions by Student Group (2024-25 School Year)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.60%	0.00%
Female	0.20%	0.00%
Male	0.90%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.30%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	1.10%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.70%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.70%	0.00%

Parental Involvement

Parents are our partners: Parent volunteers help continuously and extensively at Norris Elementary School. Whether it is the School Site Council (SSC), Parent Teacher Club (PTC), or being a part of our English Learner Advisory Committee (ELAC), our volunteers are vital to the education of our students. 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:

- PTC
- SSC
- District and site English Learner Advisory Committee
- Textbook Selection Committee
- Book fair volunteers
- Noon aides

For more information on how to become involved, please email our PTC at nor-selelementary@gmail.com.



California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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. 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 participating in each of the five fitness components 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 (2024-25 School Year)

Percentage of Students Participating In Each Of The Five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	99.00%	99.00%	99.00%	99.00%	99.00%

Chronic Absenteeism by Student Group

Chronic Absenteeism by Student Group (2024-25 School Year)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	881	864	75	8.70%
Female	424	413	29	7.00%
Male	457	451	46	10.20%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	41	41	1	2.40%
Black or African American	21	20	4	20.00%
Filipino	20	20	0	0.00%
Hispanic or Latino	385	377	45	11.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	44	43	1	2.30%
White	361	354	23	6.50%
English Learners	46	46	4	8.70%
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	416	405	52	12.80%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	148	146	18	12.30%

❖ To protect student privacy, data is not shown when the student population is ten or fewer.

Professional Development

Professional Development Days

Number of school days dedicated to staff development and continuous improvement

2023-24	8
2024-25	8
2025-26	8

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: Two full-time counselors are available at our middle school site to support our students. We also have a full-time counselor for each elementary site that serves our elementary students.

Social Worker: One full-time social worker serves all five sites within our school district to support our staff and students.

Behavior Support Aide: Structured play experiences in small, focused groups are presented for elementary students during recess.

Opportunity Program: A program serving as an in-school alternative for students suspended from school.

Class Size Reduction: A decrease in student sizes in K-3.

Title I: Funding is used to support effective, evidence-based educational strategies that close the achievement gap and enable students to meet the state's challenging academic standards. We are currently receiving Title I funding as Targeted Assistant Schools.

Social Emotional Learning Aides: Provides specialized assistance to students identified as having social-emotional and/or behavioral needs and assists in the direct instruction of social-emotional regulation and communication skills.

Statewide Assessments

Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade 10, 11 or 12).



CAASPP Test Results in Science for All Students

The table below shows the percent of students meeting or exceeding the State standard on the CAASPP—California Science Test (CAST) and the California Alternate Assessment for Science (CAA for Science) for grades 5, 8 and once in high school (i.e., grade 10, 11 or 12).

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Norris ES		Norris SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	37.40%	40.29%	36.68%	36.30%	30.73%	32.33%

CAASPP Test Results in ELA and Mathematics for All Students

The table below shows the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades 3-8 and 11.

Percentage of Students Meeting or Exceeding State Standard (Two-Year Data)						
	Norris ES		Norris SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	58%	56%	56%	55%	46%	48%
Mathematics	47%	46%	45%	44%	34%	37%

CAASPP Test Results by Student Group: Science, English Language Arts and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in science, English language arts/literacy and mathematics for the school by student groups.

Science test results include the CAST and the CAA for Science. ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the 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 Test Results by Student Group: Science (grade 5)

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Science

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	144	139	96.53%	3.47%	40.29%
Female	58	57	98.28%	1.72%	36.84%
Male	86	82	95.35%	4.65%	42.68%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	57	57	100.00%	0.00%	31.58%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	71	67	94.37%	5.63%	46.27%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	61	60	98.36%	1.64%	36.67%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	22	21	95.45%	4.55%	19.05%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

English Language Arts

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	498	491	98.59%	1.41%	55.60%
Female	238	237	99.58%	0.42%	57.81%
Male	260	254	97.69%	2.31%	53.54%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	24	24	100.00%	0.00%	58.33%
Black or African American	11	11	100.00%	0.00%	27.27%
Filipino	12	12	100.00%	0.00%	91.67%
Hispanic or Latino	207	207	100.00%	0.00%	53.62%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	25	25	100.00%	0.00%	52.00%
White	214	208	97.20%	2.80%	56.73%
English Learners	16	16	100.00%	0.00%	6.25%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	200	198	99.00%	1.00%	48.99%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	66	65	98.48%	1.52%	29.23%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



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

Percentage of Students Meeting or Exceeding State Standard (2024-25 School Year)

Mathematics

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	498	492	98.80%	1.20%	45.93%
Female	238	237	99.58%	0.42%	42.19%
Male	260	255	98.08%	1.92%	49.41%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	24	24	100.00%	0.00%	62.50%
Black or African American	11	11	100.00%	0.00%	0.00%
Filipino	12	12	100.00%	0.00%	83.33%
Hispanic or Latino	207	207	100.00%	0.00%	39.61%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	25	25	100.00%	0.00%	48.00%
White	214	209	97.66%	2.34%	49.76%
English Learners	16	16	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	200	199	99.50%	0.50%	37.69%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	66	65	98.48%	1.52%	23.08%

❖ To protect student privacy, data is not shown when the selected student population is ten or fewer.



Textbooks and Instructional Materials

The adoption process consists 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 considered prior to making a final determination. A vote was taken in the spring of the adoption 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 (2025-26 School Year)

Subject	Textbook	Adopted
English Language Arts	Frogstreet Press, (TK)	2022
English Language Arts	Journeys, California; Houghton Mifflin Harcourt (K-5)	2017
English Language Arts	Collections, California; Houghton Mifflin Harcourt (6)	2017
Mathematics	Frogstreet Press, (TK)	2022
Mathematics	Math Expressions, Houghton Mifflin (K-5)	2014
Mathematics	California Middle School Math, McGraw-Hill (6)	2014
Science	Discovery Education (K-5)	2022
Science	Elevate Science, Savvas (6)	2022
History/social science	Teachers' Curriculum Institute (TCI) (K-6)	2023

Quality of Textbooks

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

Quality of Textbooks (2025-26 School Year)

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes

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

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

2025-26 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

2025-26 School Year

Data collection date	10/8/2025
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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.

School Facility Good Repair Status (2025-26 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	Fair
Restrooms/fountains: Restrooms, sinks and drinking fountains	Fair
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Fair
Overall summary of facility conditions	Good
Date of the most recent FIT report	7/28/2025

Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs (2025-26 School Year)	
Items Inspected	Repairs Needed and Action Taken or Planned
Electrical	Room 17-26: breaker panel blocked. Fixed August 2025.
Restrooms/fountains	Room 1 drinking fountain not working properly. Fixed August 2025.
External	Room 1 lock not latching properly. Fixed August 2025.

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 Chromebooks 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.

Continued on sidebar

School Facilities

Continued from left

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 4-6 by a credentialed physical education teacher. This is a master program and is known as one of the most exemplary in the county.

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. Every volunteer and/or visitor is required to check in our Raptor system.

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 Preparation and Placement

These tables display the number and percent of teacher authorization/assignment as well as the total number and percent of teaching positions at the school, district and state levels. For questions concerning the assignment of teachers outside their subject area of competence or the credential status of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teacher Preparation and Placement (2021-22 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.9	96.4%	155.2	87.3%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.0	0.0%	5.0	2.8%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	8.3	4.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.7%	1.5	0.9%	11,953.1	4.3%
Unknown	1.1	2.9%	7.7	4.4%	15,831.9	5.7%
Total Teaching Positions	39.3	100.0%	177.8	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	35.7	87.2%	156.0	84.1%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	1.0	2.4%	5.0	2.7%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.0	9.8%	15.8	8.5%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.6%	3.8	2.1%	11,746.9	4.2%
Unknown	0.0	0.0%	4.8	2.6%	14,303.8	5.2%
Total Teaching Positions	41.0	100.0%	185.5	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	36.3	94.2%	165.0	88.0%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	0.0	0.0%	4.0	2.1%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	9.0	4.8%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.7%	3.6	1.9%	12,112.8	4.3%
Unknown	2.0	5.2%	5.8	3.1%	13,705.8	4.9%
Total Teaching Positions	38.5	100.0%	187.4	100.0%	278,927.1	100.0%

Note: The data in these tables is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

This table displays the number of authorization/assignments of teachers with permits and waivers; misassignments; and vacant positions. For questions concerning the permits, waivers, and misassignment of teachers, visit the California Commission on Teacher Credentialing website at <https://www.ctc.ca.gov/>.

Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	3.0	0.0
Misassignments	0.0	1.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	4.0	0.0

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

This table displays the number of credentialed teachers authorized on a permit or waiver and local assignment options. For more information on the definitions listed above, refer to the California Commission on Teacher Credentialing's Administrator's Assignment Manual at <https://www.ctc.ca.gov/credentials/manuals>.

Credentialed Teachers Assigned Out-of-Field (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	0.0
Local Assignment Options	0.2	0.2	0.2
Total Out-of-Field Teachers	0.2	0.2	0.2

Class Assignments

This table displays the percentage of misassignments of English learners and teachers with no credential, permit or authorization to teach. Misassignment and vacant teacher position data should be available in the district's personnel office.

Class Assignments (Three-Year Data)

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0%	0.0%	0.0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0%	0.0%	0.0%

The data source is the California State Assignment Accountability System (CalSAAS) provided by the Commission on Teacher Credentialing. For more information on the definitions listed above, refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.



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).

Ratio of Pupils to Academic Counselors and School Support Staff Data

2024-25 School Year

	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.00
Psychologist	1.00
Social worker	1.00
Nurse	0.33
Speech/language/hearing specialist	3.00
Resource specialist (nonteaching)	1.00

✧ Not applicable.

Financial Data

The financial data displayed in this SARC is from the 2023-24 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 (2023-24 Fiscal Year)		
	Norris SD	Similar Sized District
Beginning teacher salary	◇	\$61,516
Midrange teacher salary	◇	\$95,478
Highest teacher salary	◇	\$125,207
Average elementary school principal salary	◇	\$152,668
Average middle school principal salary	◇	\$156,487
Superintendent salary	◇	\$242,780
Teacher salaries: percentage of budget	27.29%	29.76%
Administrative salaries: percentage of budget	4.31%	5.74%

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 (2023-24 Fiscal Year)		
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Norris ES	\$6,370	\$81,640
Norris SD	\$8,250	\$79,505
California	\$11,146	\$100,089
School and district: percentage difference	-22.8%	+2.7%
School and California: percentage difference	-42.8%	-18.4%

◇ Information is not available at this time.

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 contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners). 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 2025.

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	
2023-24 Fiscal Year	
Total expenditures per pupil	\$10,872
Expenditures per pupil from restricted sources	\$4,502
Expenditures per pupil from unrestricted sources	\$6,370
Annual average teacher salary	\$81,640



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.

School Accountability Report Card

Published by:

SchoolStatus

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