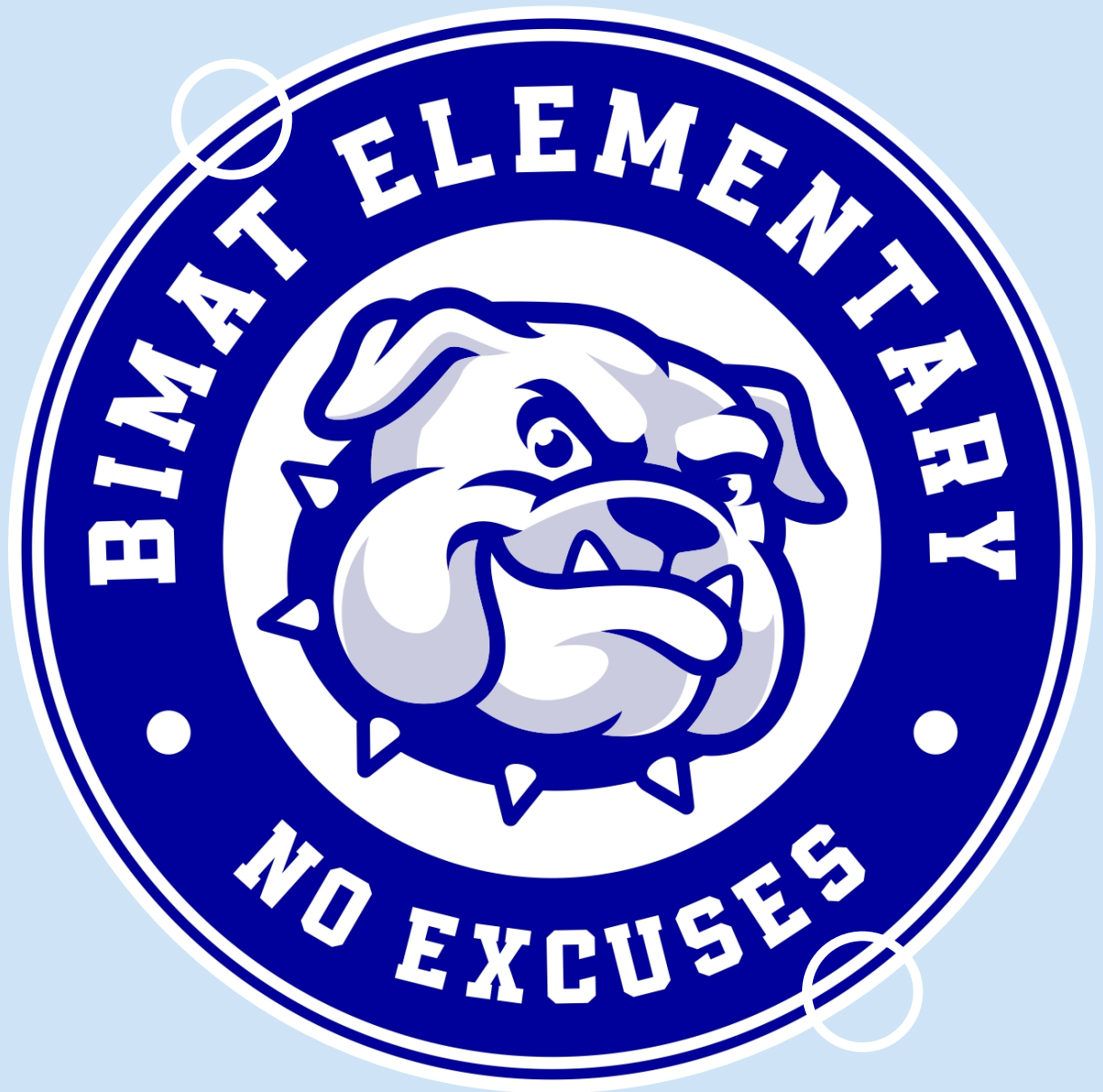


William B. Bimat Elementary School

8600 Northshore Drive Bakersfield, CA 93312 ▪ www.norris.k12.ca.us/wbe

Jodi Mudryk, Principal ▪ jodi.mudryk@norris.k12.ca.us ▪ (661) 387-7080

Grades TK-6 ▪ CDS Code 15-63693-6118681



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

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 their 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 strive to 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, Outstanding Effort, Outstanding Citizenship or Outstanding 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, Drama Club, Battle of the Books, Science Fair, Spelling Bee and afterschool academic learning programs. Our students are our top priority, and we strive to provide activities in which students can have opportunities to learn and feel successful.

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

- Take a team approach in support of student achievement
- Have high expectations that all students can and will learn
- Use sound instructional practices to meet the needs of all learners
- Focus on critical thinking and problem-solving using students' interests, experiences and strengths to foster motivation and engagement
- Promote responsibility, respectfulness, safety, and kindness to create a loving and safe environment
- Protect instructional time for learning
- Foster curiosity and creativity
- 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 \$140,000 for the American Cancer Society in honor of our school's namesake, William B. Bimat.

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.

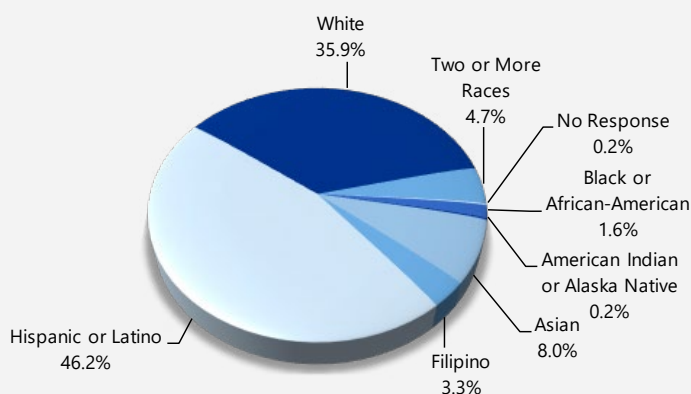
Our commitment to giving students the opportunity to participate in community service and civic awareness develops their respect for one another, and in return, they learn they are able to make a difference in our community.

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

Enrollment by Student Group

The total enrollment at the school was 552 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

Demographics (2024-25 School Year)



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

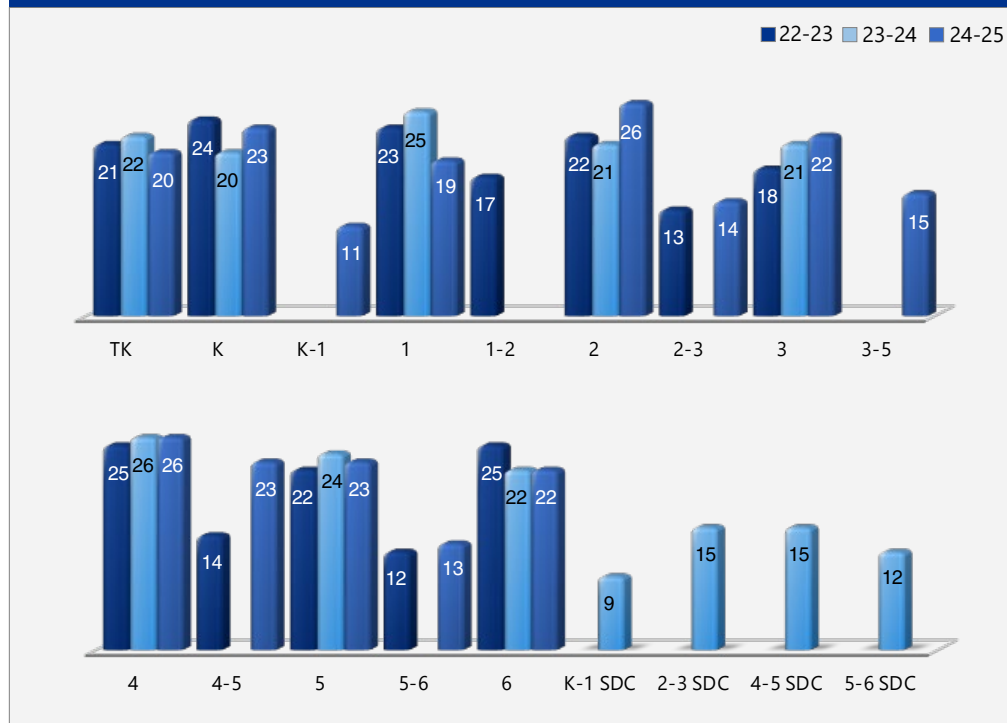
Sue Dodgin, President
Amanda Frank, Clerk
Steph Thisius, Clerk
Don Bertrand, Member
Jim Bowles, Member



Class Size Distribution

The bar graphs display 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		1			1		1	1	
K	3				3			3	
K-1							1		
1		2			3		3		
1-2	2								
2		2		1	2			3	
2-3	1						1		
3	3			1	2			3	
3-5							1		
4		3			2			2	
4-5	1						1		
5		3			3			2	
5-6	1						1		
6		3		1	2			3	
K-1 SDC				1					
2-3 SDC				1					
4-5 SDC				1					
5-6 SDC				1					

Enrollment by Student Group

Demographics

2024-25 School Year

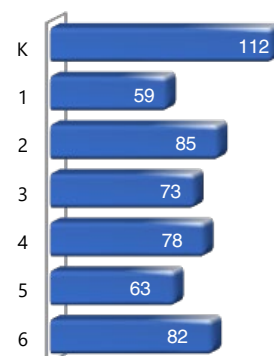
Female	50.50%
Male	49.50%
Non-Binary	0.00%
English Learners	5.30%
Foster Youth	0.00%
Homeless	0.20%
Migrant	0.00%
Socioeconomically Disadvantaged	48.20%
Students with Disabilities	18.70%



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)									
	Bimat ES			Norris SD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	0.60%	0.90%	0.90%	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	0.90%	0.00%
Female	0.00%	0.00%
Male	1.80%	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	5.30%	0.00%
Hispanic or Latino	0.80%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	1.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.30%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.30%	0.00%

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. In a traditional school year, they organize school events, including the Fall Festival, May Dinner, Goodies with Grownups, 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 and/or room parents are used extensively at Bimat Elementary. Our volunteers help run off campus fundraisers, assist with organizing classroom parties and support our community events.

Our partnership with Bakersfield Volleyball Club and All Out Sports allows our students to participate in after-school sports here at Bimat Elementary. Both programs provide coaches and schedules practices and games. Fall sports are flag football and volleyball. 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.

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.

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	578	569	52	9.10%
Female	293	290	24	8.30%
Male	285	279	28	10.00%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	49	48	2	4.20%
Black or African American	❖	❖	❖	❖
Filipino	19	19	2	10.50%
Hispanic or Latino	261	256	27	10.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	27	27	1	3.70%
White	211	208	17	8.20%
English Learners	36	34	2	5.90%
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	317	311	40	12.90%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	131	130	14	10.80%

❖ 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)						
	Bimat ES		Norris SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	53.75%	42.86%	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)						
	Bimat ES		Norris SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	64%	60%	56%	55%	46%	48%
Mathematics	54%	54%	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	63	63	100.00%	0.00%	42.86%
Female	37	37	100.00%	0.00%	45.95%
Male	26	26	100.00%	0.00%	38.46%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	30	30	100.00%	0.00%	33.33%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	21	21	100.00%	0.00%	42.86%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	25	25	100.00%	0.00%	40.00%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	12	12	100.00%	0.00%	16.67%

❖ 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	289	286	98.96%	1.04%	59.79%
Female	145	143	98.62%	1.38%	66.43%
Male	144	143	99.31%	0.69%	53.15%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	17	17	100.00%	0.00%	70.59%
Black or African American	❖	❖	❖	❖	❖
Filipino	13	13	100.00%	0.00%	69.23%
Hispanic or Latino	131	129	98.47%	1.53%	55.81%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	16	16	100.00%	0.00%	56.25%
White	108	107	99.07%	0.93%	61.68%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	138	136	98.55%	1.45%	52.94%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	70	68	97.14%	2.86%	27.94%

❖ 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	288	286	99.31%	0.69%	54.20%
Female	144	143	99.31%	0.69%	56.64%
Male	144	143	99.31%	0.69%	51.75%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	17	17	100.00%	0.00%	76.47%
Black or African American	❖	❖	❖	❖	❖
Filipino	13	13	100.00%	0.00%	69.23%
Hispanic or Latino	130	129	99.23%	0.77%	48.84%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	16	16	100.00%	0.00%	43.75%
White	108	107	99.07%	0.93%	56.07%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	137	136	99.27%	0.73%	42.65%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	70	68	97.14%	2.86%	17.65%

❖ 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.

✧ Not applicable.

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	✧
Foreign language	✧
Health	✧

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
----------------------	-----------



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	Good
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	Good
Overall summary of facility conditions	Good
Date of the most recent FIT report	7/24/2025

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
Restrooms/fountains	Faucet in bathroom needs repair. Toilet leaking. Faucet repaired and leak stopped.

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 district and site administrators, as well as district nursing staff.

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 February 2026. 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 accidents. 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.

Teachers are trained in Positive Behavioral Interventions and Supports (PBIS). Our school participates in Red Ribbon Week every October, and we promote "Responsibility, Respectfulness, Safety and Kindness" 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.

School Facilities

William B. Bimat Elementary opened in August 2001. Our campus is visually attractive and functional. The facilities 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. For technology, we are 1:1 in grades 1-6 with Chromebooks and 1:1 with iPads for our TK-K classrooms.

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 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 presentations and video viewing.

The office, staff lounge and teacher workroom complex is very functional. They consist of two copiers, three Risograph machines and a laminator. The workroom is equipped with two Ellison machines, countless Ellison dies, a bookbinding machine and 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 three 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 remain locked throughout the school day. All visitors must sign in the front office and wear a badge while on campus.

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)	23.1	78.6%	155.2	87.3%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.3	1.1%	5.0	2.8%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.9	6.8%	8.3	4.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.9%	1.5	0.9%	11,953.1	4.3%
Unknown	3.7	12.6%	7.7	4.4%	15,831.9	5.7%
Total Teaching Positions	29.4	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)	23.3	78.9%	156.0	84.1%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	5.0	2.7%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.8	9.6%	15.8	8.5%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.9%	3.8	2.1%	11,746.9	4.2%
Unknown	3.1	10.6%	4.8	2.6%	14,303.8	5.2%
Total Teaching Positions	29.5	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)	25.1	85.6%	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)	2.0	6.8%	9.0	4.8%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.9%	3.6	1.9%	12,112.8	4.3%
Unknown	2.0	6.8%	5.8	3.1%	13,705.8	4.9%
Total Teaching Positions	29.4	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	1.1	2.5	2.0
Misassignments	0.8	0.2	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	1.9	2.7	2.0

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%	2.7%	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	582:1
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	0.20
Nurse	0.50
Speech/language/hearing specialist	1.50
Resource specialist (nonteaching)	1.00

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
Bimat ES	\$6,130	\$78,437
Norris SD	\$8,250	\$79,505
California	\$11,146	\$100,089
School and district: percentage difference	-25.7%	-1.3%
School and California: percentage difference	-45.0%	-21.6%

◆ 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	\$13,703
Expenditures per pupil from restricted sources	\$7,574
Expenditures per pupil from unrestricted sources	\$6,130
Annual average teacher salary	\$78,437



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

www.schoolstatus.com