

Norris Middle School

6940 Calloway Drive Bakersfield, CA 93312 ▪ <https://nms.norris.k12.ca.us>
Amy Sawaske, Principal ▪ amy.sawaske@norris.k12.ca.us ▪ (661) 387-7060
Grades 7-8 ▪ CDS Code 15-63693-6103493

Knights are Respectful. Knights are Responsible. Knights are Safe.



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

I would like to welcome everyone to the 2025-26 school year! It is my honor and privilege to serve as the principal of Norris Middle School.

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 attending classes 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)
- Monitoring your child's homework
- Insisting that your child complete and turn in all assignments
- Carefully reviewing all correspondence from school

I am most excited for your child(ren) to start making connections with their teachers and classmates, and I am looking forward to a great school year!

Amy Sawaske

Principal

School Vision Statement

Raise the bar and continue raising the bar each and every day.

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 extra instructional supplies 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, Picnics with Parents, a Traditions Dinner/Open House, Science Fair, Science Bowl, Oral Language Festival, Spelling Bee, Patriot Pen, Henry Greve, 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 Norris Middle School front office 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 drills) are scheduled. All visitors must sign in and wear a visitor or volunteer badge while on campus. 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: the district Director of Operations, Director of Finance, Director of Human Resources, Director of Maintenance, Operations, and Transportation, the Director of Food Services, the Director of Technology, District Classified Payroll Technician, and all site Principals.

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 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

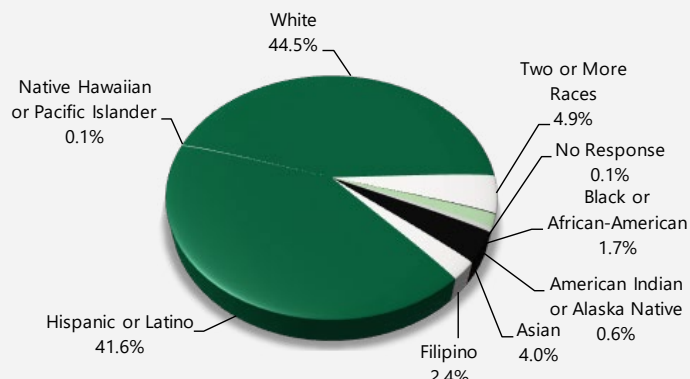
Jim Bowles, Member



Enrollment by Student Group

The total enrollment at the school was 992 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

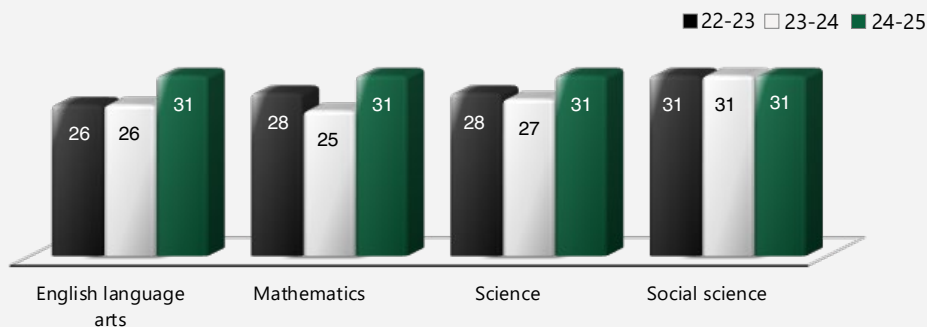
Demographics (2024-25 School Year)



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)

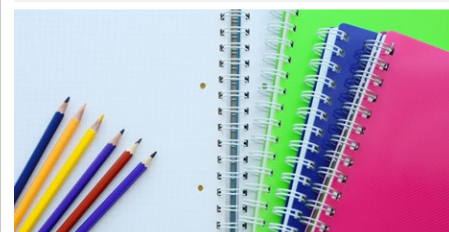


Number of Classrooms by Size (Three-Year Data)

	2022-23			2023-24			2024-25		
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	21-32	33+
English language arts	4	30		8	27	1	4	28	3
Mathematics	6	27	1	4	30		1	27	1
Science	8	16	9	3	24	9	4	28	2
Social science		20	9	1	30	2		27	5

Enrollment by Student Group

Demographics	
2024-25 School Year	
Female	46.60%
Male	53.40%
Non-Binary	0.00%
English Learners	4.60%
Foster Youth	0.30%
Homeless	0.30%
Migrant	0.10%
Socioeconomically Disadvantaged	34.00%
Students with Disabilities	9.50%



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 MS			Norris SD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	3.20%	3.10%	3.20%	1.90%	1.50%	1.50%	3.60%	3.30%	2.90%
Expulsion rates	0.20%	0.40%	0.30%	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	3.20%	0.30%
Female	1.60%	0.20%
Male	4.50%	0.40%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	15.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	3.60%	0.50%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	6.10%	0.00%
White	2.40%	0.20%
English Learners	4.20%	2.10%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	5.30%	0.50%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	8.30%	0.90%

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



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
7	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	1,044	1,027	126	12.30%
Female	487	479	61	12.70%
Male	557	548	65	11.90%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	42	42	0	0.00%
Black or African American	20	17	4	23.50%
Filipino	25	25	1	4.00%
Hispanic or Latino	442	435	57	13.10%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	49	49	8	16.30%
White	458	451	55	12.20%
English Learners	48	47	7	14.90%
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	436	421	80	19.00%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	108	105	28	26.70%

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



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 MS		Norris SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	28.38%	31.46%	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 MS		Norris SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	55%	54%	56%	55%	46%	48%
Mathematics	40%	39%	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 8)

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	501	480	95.81%	4.19%	31.46%
Female	252	243	96.43%	3.57%	27.98%
Male	249	237	95.18%	4.82%	35.02%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	17	17	100.00%	0.00%	47.06%
Black or African American	12	12	100.00%	0.00%	16.67%
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	218	208	95.41%	4.59%	25.96%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	22	22	100.00%	0.00%	31.82%
White	217	206	94.93%	5.07%	35.44%
English Learners	16	15	93.75%	6.25%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	164	157	95.73%	4.27%	21.02%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	46	42	91.30%	8.70%	9.52%

❖ 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 7-8)

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	999	969	97.00%	3.00%	54.28%
Female	467	454	97.22%	2.78%	60.79%
Male	532	515	96.80%	3.20%	48.54%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	42	41	97.62%	2.38%	80.49%
Black or African American	18	18	100.00%	0.00%	33.33%
Filipino	24	24	100.00%	0.00%	79.17%
Hispanic or Latino	415	402	96.87%	3.13%	46.77%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	53	50	94.34%	5.66%	50.00%
White	440	427	97.05%	2.95%	59.02%
English Learners	31	28	90.32%	9.68%	3.57%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	357	347	97.20%	2.80%	45.82%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	99	92	92.93%	7.07%	14.13%

❖ 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 7-8)

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	999	974	97.50%	2.50%	38.50%
Female	467	456	97.64%	2.36%	33.77%
Male	532	518	97.37%	2.63%	42.66%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	42	42	100.00%	0.00%	57.14%
Black or African American	18	18	100.00%	0.00%	16.67%
Filipino	24	24	100.00%	0.00%	66.67%
Hispanic or Latino	415	403	97.11%	2.89%	30.02%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	53	50	94.34%	5.66%	44.00%
White	440	430	97.73%	2.27%	43.49%
English Learners	31	30	96.77%	3.23%	6.67%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	357	348	97.48%	2.52%	29.89%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	99	93	93.94%	6.06%	4.30%

❖ 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
Reading/language arts	Collections, California; Houghton Mifflin Harcourt (7-8)	2017
Mathematics	California Math, California Algebra; McGraw-Hill (7-8)	2014
Science	Elevate Science, Savvas	2022
History/social science	Impact CA, McGraw-Hill (7-8)	2019

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	✧

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	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	Good
Date of the most recent FIT report	7/25/2025

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 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 over 15,000 print resources for student use. This number includes fiction and nonfiction books, reference materials, professional materials, videos, audio and posters. In addition, each student was issued a chrome book that they bring to and from school. In addition, there are extra chrome books in carts for classes to share. 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.

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
Interior	Stained ceiling tiles. Replacements ordered and installed.
Electrical	Repairs needed for the A/C unit in the gym foyer. Repairs were scheduled and completed.



"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."

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)	30.0	75.1%	155.2	87.3%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	3.0	7.5%	5.0	2.8%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.3	8.3%	8.3	4.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.7	1.9%	1.5	0.9%	11,953.1	4.3%
Unknown	2.9	7.2%	7.7	4.4%	15,831.9	5.7%
Total Teaching Positions	40.0	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)	30.5	75.8%	156.0	84.1%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	1.0	2.5%	5.0	2.7%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.0	12.4%	15.8	8.5%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.0	7.7%	3.8	2.1%	11,746.9	4.2%
Unknown	0.6	1.6%	4.8	2.6%	14,303.8	5.2%
Total Teaching Positions	40.2	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)	31.7	77.9%	165.0	88.0%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	2.0	4.9%	4.0	2.1%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.0	9.8%	9.0	4.8%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.7	4.3%	3.6	1.9%	12,112.8	4.3%
Unknown	1.2	3.1%	5.8	3.1%	13,705.8	4.9%
Total Teaching Positions	40.7	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	2.0	3.0	4.0
Misassignments	1.3	2.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	3.3	5.0	4.0

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	1.0
Local Assignment Options	0.7	3.0	0.7
Total Out-of-Field Teachers	0.7	3.0	1.7

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)	5.8%	7.6%	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)	2.8%	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)	0.20
Library media services staff (paraprofessional)	1.69
Psychologist	1.00
Social worker	1.00
Nurse	0.75
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	2.00
✧ 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 MS	\$6,947	\$79,237
Norris SD	\$8,250	\$79,505
California	\$11,146	\$100,089
School and district: percentage difference	-15.8%	-0.3%
School and California: percentage difference	-37.7%	-20.8%

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	\$9,774
Expenditures per pupil from restricted sources	\$2,827
Expenditures per pupil from unrestricted sources	\$6,947
Annual average teacher salary	\$79,237



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

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