

Olive Drive Elementary School

7800 Darrin Avenue Bakersfield, CA 93308 ▪ <http://ode.norris.k12.ca.us>
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Grades TK-6 ▪ CDS Code 15-63693-6108575

Blazers are respectful, responsible, safe, and kind in our words and in our actions.



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

Olive Drive Elementary School is a TK-6 school located in the suburbs of Northwest Bakersfield. Thirty-four teachers serve 798 students. Support services include a resource specialist, physical education specialist, band instructor and vocal music teacher, reading resource teacher, speech and language teacher, pre-kindergarten speech and language teacher, a full-time library aide, school psychologist, nurse, bilingual aide, behavioral aide, social-emotional learning aide, full-time counselor and Title I aides. Some of these services are shared with three other elementary schools within the district. Our student population is relatively homogeneous, with primarily middle-class families who are highly involved in their children's education. Our school participates in the National School Lunch Program.

We believe that learning is a lifelong adventure and that each child has special talents. It is our goal to help support each child to develop his or her individual talents and to develop a love for learning. Olive Drive Elementary has implemented the Common Core State Standards (CCSS) in the areas of math and language arts. Our self-contained classrooms have daily schedules that reflect the recommended state guidelines for instructional minutes. All our textbooks meet state requirements. Our teachers have received training in the evaluation and implementation of CCSS-based instruction and utilize research-based strategies in the delivery of the curriculum. Our teachers are skilled at evaluating and monitoring student progress through district competency testing, reading screenings and observation. They differentiate the curriculum to meet the diverse needs of our students.

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 Olive Drive students are provided the support necessary to be successful and productive in the classroom and beyond.

School Vision Statement

Olive Drive Vision

To be an excellent school. An excellent school is one in which staff members:

- Have high expectations that all students can and will learn.
- Commitment to help each and every student learn and grow.
- Create a climate conducive to learning.
- Students learning and growing (beyond appropriate student behavior).
- Work together to ensure students are learning (team approach: teacher/student/parent).
- Advocate the Norris School District mission statement when making decisions.
- Plan and protect instructional time jealously to optimize academic learning time.
- Use sound instructional practices such as direct instruction and cooperative learning to focus on critical thinking and problem solving.
- Work cooperatively with parents to inspire students to learn.
- See parents as our partners in their child's education.
- Use positive recognition to foster student success.

Parental Involvement

Trailblazers: Olive Drive Elementary has an active Parent Teacher Club (PTC) called Trailblazers. The Trailblazers membership consists of parents, grandparents and staff members. The Trailblazers provide support for a variety of activities and programs at our school. Each year, Trailblazers support the Fall Festival, May Dinner, Family Nights, the Accelerated Reading program, Parent Education Nights, classroom and library technology needs and assemblies. Its continued support through the years has provided many additional events and activities that enrich our students' school experience.

Parent volunteers: In addition to parents and grandparents who serve through Trailblazers, parent and grandparent volunteers provide hours of service in the classroom. Parents are encouraged to volunteer in the classrooms and the library.

School Site Council (SSC): The School Site Council is another opportunity for parents to participate in the school organization. The SSC consists of parents, teachers, classified staff and the principal. The SSC meets every other month to oversee the School Improvement Plan and discuss the ongoing needs of the school.

For more information on how to become involved at the school, please contact Shay Smith at odeptc89@gmail.com or (661)-387-7040.

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

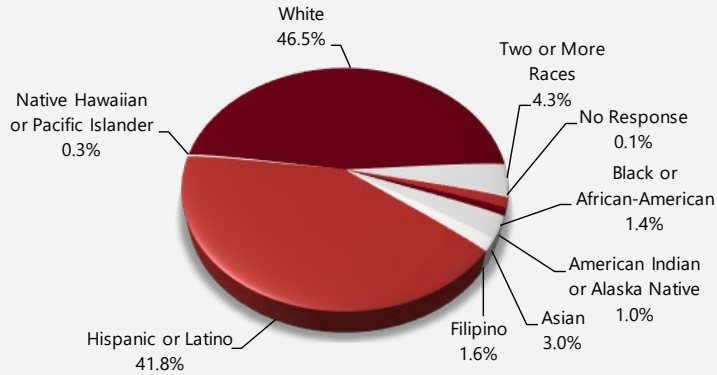
Jim Bowles, Member



Enrollment by Student Group

The total enrollment at the school was 797 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

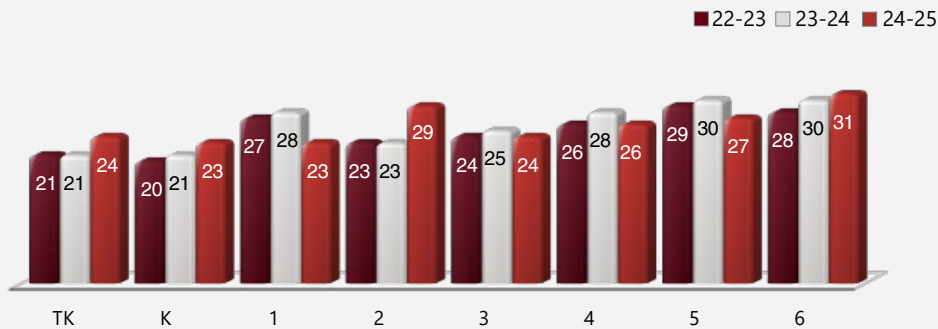
Demographics (2024-25 School Year)



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			1	1			2	
K		4			4			4	
1		5			4			4	
2		4			5			4	
3		4			4			5	
4		4			4			4	
5		4			4			4	
6		4			4			4	

Enrollment by Student Group

Demographics

2024-25 School Year

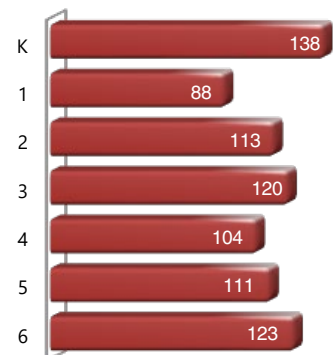
Female	49.60%
Male	50.40%
Non-Binary	0.00%
English Learners	4.90%
Foster Youth	0.60%
Homeless	0.80%
Migrant	0.40%
Socioeconomically Disadvantaged	34.10%
Students with Disabilities	9.40%



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)

	Olive Drive ES			Norris SD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	2.50%	1.00%	1.50%	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	1.50%	0.00%
Female	1.00%	0.00%
Male	1.90%	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	9.10%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	2.30%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.80%	0.00%
English Learners	2.40%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	2.20%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	4.80%	0.00%

School Safety

A dedicated custodial staff beautifully maintains Olive Drive Elementary. Safety is a top priority at our school. Repairs are made in a timely manner, and graffiti is removed immediately. All staff help evaluate our school environment for safety concerns, and these concerns are discussed at regular staff meetings, Leadership Team meetings and school safety committee meetings. District Safety Committee meetings are also held on a regular basis. Visitors must sign in at the office and wear ID tags. Staff members are trained in CPR and basic first-aid techniques. After the tardy bell rings, all campus entrances are locked. Until dismissal times, the gates remain locked for the safety of our students.

Our custodial staff works diligently to ensure high standards of cleanliness in the cafeteria, bathrooms and grounds. Emergency drills are held monthly. Those drills include but are not limited to fire drills, earthquake drills, intruder drills, etc. At the beginning of the school year, an emergency-evacuation drill is held to practice the Site Emergency/Disaster Plan. The Site Emergency/Disaster Plan was most recently reviewed, updated and discussed with school faculty in February 2026.

Teachers are trained in the Crisis Prevention Interventions. Our school also participates in Red Ribbon Week.



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	100.00%	100.00%	100.00%	100.00%	100.00%

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	830	823	70	8.50%
Female	411	409	28	6.80%
Male	419	414	42	10.10%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	24	24	3	12.50%
Black or African American	11	11	2	18.20%
Filipino	13	13	0	0.00%
Hispanic or Latino	346	341	36	10.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	38	38	4	10.50%
White	387	385	25	6.50%
English Learners	41	41	3	7.30%
Foster Youth	❖	❖	❖	❖
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	368	361	50	13.90%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	104	101	9	8.90%

❖ 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)						
	Olive Drive ES		Norris SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	45.76%	36.45%	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)						
	Olive Drive ES		Norris SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	52%	56%	56%	55%	46%	48%
Mathematics	40%	45%	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	108	107	99.07%	0.93%	36.45%
Female	51	50	98.04%	1.96%	28.00%
Male	57	57	100.00%	0.00%	43.86%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	46	46	100.00%	0.00%	41.30%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	47	47	100.00%	0.00%	38.30%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	37	36	97.30%	2.70%	19.44%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	15	14	93.33%	6.67%	14.29%

❖ 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	456	451	98.90%	1.10%	55.65%
Female	221	218	98.64%	1.36%	56.42%
Male	235	233	99.15%	0.85%	54.94%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	11	11	100.00%	0.00%	72.73%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	190	189	99.47%	0.53%	50.79%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	21	20	95.24%	4.76%	60.00%
White	210	208	99.05%	0.95%	59.13%
English Learners	17	17	100.00%	0.00%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	164	162	98.78%	1.22%	49.38%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	50	47	94.00%	6.00%	21.28%

❖ 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	456	451	98.90%	1.10%	45.45%
Female	221	218	98.64%	1.36%	39.91%
Male	235	233	99.15%	0.85%	50.64%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	11	11	100.00%	0.00%	54.55%
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	190	189	99.47%	0.53%	37.57%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	21	20	95.24%	4.76%	55.00%
White	210	208	99.05%	0.95%	52.40%
English Learners	17	17	100.00%	0.00%	5.88%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	164	162	98.78%	1.22%	35.19%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	50	47	94.00%	6.00%	12.77%

❖ 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

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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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.



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	Poor
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	7/23/2025

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	Two toilets leaking in girls restroom in building 16-19; drinking fountain in 21 not working; urinal leaking when flushed in boys restroom in building 20-23; faucet not working in boys restroom in building 24-31. All items fixed in July/August 2025.

School Facilities

Olive Drive Elementary has served students since 1989. There are 33 classrooms, the majority of which are connected in groups of four. Olive Drive is a safe and well-maintained school facility. The school grounds, buildings and restrooms are in good condition, adequate and clean. The district and site custodial and grounds personnel maintain the site in an optimal manner. The entire staff takes great pride in keeping the facilities in peak condition. There are whiteboards, document cameras, computers and an abundance of teacher supplies in the classrooms. The teacher workroom houses all of the school equipment and supplies such as Ellison machines, a new laminator, an efficient and modern copy machine, three Risograph machines and one Duplo machine.

All equipment has been centrally located for easy access for our teachers and parent volunteers. This helps to ensure efficiency and inventory control. Each teacher's pod has a computer and laser printer.

The office houses a black-and-white/color laser printer for office and staff use.

School Facilities

Continued from left

The office complex consists of the main office, bathroom, health office, principal's office, speech office and psychologist office. Our school library is located on the west side of our campus.

In addition to a large library collection, the library has several computers with internet access and various computer software programs, including Accelerated Reader, Inspiration and Grolier Online. Accelerated Reader may also be accessed from the classroom bank computers, as well as at home. Britannica online can be accessed from student homes.

Our cafeteria is large, with a stage area for events and plays. There is a sound system and video projector for use during assemblies and programs. Students enjoy eating indoors year-round. We continue to serve hot, nutritious lunches each day in the cafeteria. We have six supervisor aides who monitor the cafeteria and playground.

Our students have ample space to play and enjoy the equipment on the playground. There are tables and benches for both intermediate and primary students' access, donated by the Trailblazers for student use. There are several volleyball, basketball and tetherball courts on the blacktop area. There are two grass diamonds for students to play baseball or kickball. Our kindergarten students enjoy their private kindergarten area just east of their classrooms. In 2003-04, we installed new playground structures and began a new kindergarten bathroom building. This project was completed in 2005. More recently, two Transitional Kindergarten classrooms were built in August 2025.

Olive Drive Elementary has adopted a schoolwide positive intervention system called Positive Behavioral Interventions and Supports (PBIS). We implement and model daily for our students to be "respectful, responsible, safe, and kind."



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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)	29	86.4%	155.2	87.3%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	1.3	3.9%	5.0	2.8%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.0	8.9%	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	0.0	0.0%	7.7	4.4%	15,831.9	5.7%
Total Teaching Positions	33.6	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)	29.3	82.4%	156.0	84.1%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	3.0	8.4%	5.0	2.7%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.0	8.4%	15.8	8.5%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.2	0.7%	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	35.5	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)	34.1	93.8%	165.0	88.0%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	1.0	2.8%	4.0	2.1%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	2.8%	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	0.0	0.0%	5.8	3.1%	13,705.8	4.9%
Total Teaching Positions	36.4	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	3.0	3.0	1.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	3.0	3.0	1.0

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	798:1
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	2.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.25
Psychologist	1.00
Social worker	0.00
Nurse	0.25
Speech/language/hearing specialist	1.00
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
Olive Drive ES	\$6,659	\$73,945
Norris SD	\$8,250	\$79,505
California	\$11,146	\$100,089
School and district: percentage difference	-19.3%	-7.0%
School and California: percentage difference	-40.3%	-26.1%

◆ 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	\$8,755
Expenditures per pupil from restricted sources	\$2,096
Expenditures per pupil from unrestricted sources	\$6,659
Annual average teacher salary	\$73,945



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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