



## Veterans Elementary School

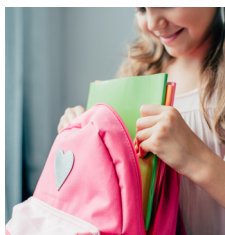
Grades TK-6  
CDS Code 15-63693-0113738

Paula Mara  
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Para español, visita [www.norris.k12.ca.us](http://www.norris.k12.ca.us).



## Norris School District

6940 Calloway Drive Bakersfield, CA 93312 ▪ [www.norris.k12.ca.us](http://www.norris.k12.ca.us)

Kelly Miller, Superintendent ▪ [kelly.miller@norris.k12.ca.us](mailto:kelly.miller@norris.k12.ca.us) ▪ (661) 387-7000



## Principal's Message

Opened in 2007, Veterans Elementary School is the newest school in the Norris School District. Our beautiful campus is located at 6301 Old Farm Road. We chose our name to honor the men and women who fought to protect our freedom.

At Veterans, 36 full time teachers serve 928 students. Support services include a part-time counselor, part-time psychologist, resource specialist, learning center teacher, speech and language teacher, resource specialist aide, learning center aide, behavioral support aide, full-time library aide, part-time library aide and an additional instructional aide. We share a nurse, a physical-education teacher, a band instructor, a classroom music teacher and a vocal music teacher.

Veterans Elementary is committed to meeting the needs of all our students. Teachers and staff are dedicated to providing each student the opportunity to achieve his or her highest potential. We strive to provide a school where students and staff receive recognition for their achievements, feel safe in their surroundings and are treated fairly. Veterans Elementary utilizes a standards-based curriculum. Our self-contained classrooms have daily schedules that reflect the recommended state guidelines for instructional minutes. All of our textbooks meet state requirements.

Each one of our teachers is highly qualified and has received training in the evaluation and implementation of Common Core instruction and utilize research-based strategies in the delivery of the curriculum. Our teachers are skilled in evaluating and monitoring student progress through the formative assessment process, benchmark data analysis, reading screenings and observation. They differentiate instruction to meet the diverse needs of our students. Students are recognized at our quarterly Outstanding Eagle Awards assemblies and are offered a variety of activities to meet their individual needs, talents, and interests.

## Parental Involvement

Our Parent Teacher Club (PTC) provides support for many activities at our school. Each year the PTC supports the Fall Festival, Grandparents Day, May Dinner, Veterans Day Celebration, book fair, a mother-son and father-daughter event, Camp KEEP, a donation drive and many other events. In addition to helping plan and organize these activities, they financially support our school by funding assemblies, assisting with technology purchases and purchasing learning materials. Their support enriches our students' school experiences.

Veterans Elementary prides itself on having strong parental support. We encourage parents and guardians to serve as volunteers in our school and student performances and school meetings are well attended. We have many parents who generously donate hours of their service to the classroom and library each year. Their support is vital to the education of our students.

The School Site Council (SSC) 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 our safety procedures, our Local Control Accountability Plan (LCAP) goals, Local Control Funding Formula (LCFF), and discuss the ongoing needs of the school. Each year, the SSC develops a plan to utilize our funds to meet the needs of the student population and continually monitors the plan throughout the school year. At the end of the year, the SSC evaluates the plan and makes recommendations for the next school year based on its findings.

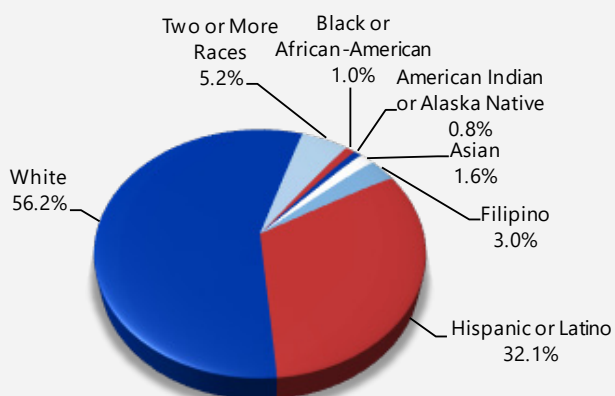
For more information on how to become involved, contact PTC President Jamie Ayers at (661) 387-7050.

## Enrollment by Student Group

The total enrollment at the school was 954 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.

### Demographics

### 2018-19 School Year



Socioeconomically disadvantaged	23.60%
English learners	3.70%
Students with disabilities	4.50%
Foster youth	0.00%
Homeless	0.00%

## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



## District Mission Statement

The education philosophy of the Norris School District is built on the following principles:

- A belief in the worth and dignity of each and every person
- A respect for knowledge and a strong commitment to provide quality educational opportunities for each of our students
- A conviction that democratic societies have more to offer than totalitarian societies
- A faith in reason and in an orderly solution of conflict
- A belief in the protection of personal liberties within the limits of the law
- A belief that our success as an educational institution is measured primarily by the success and achievement of our students

## Governing Board

Cy Silver, President  
Amanda Frank, Clerk  
Sue Dodgin, Member  
Jeff Stone, Member  
Jim Bowles, Member



## Professional Development

The district staff-development program focuses on topics that assist each of our schools in becoming a better and safer place for students to learn and grow.

Teachers new to the Norris School District take part in several in-services throughout the year to become familiar with the district mission, expectations and procedures. Teachers who are new to the teaching profession also participate in the Teacher Induction Program (TIP). In this program, new teachers are paired with experienced teachers who function as support providers. TIP is a two-year program.

New and veteran teachers alike are committed to creating, administrating and collectively reviewing data from common formative assessments in literacy and math to guide instruction. Therefore, the focus of staff development in the Norris School District has been to further explore and enhance the rigorous units of study aligned to grade level Common Core State Standards to meet the learning needs of all students. Annual and added staff development days allow the staff to focus further on developing instructional classroom strategies to improve student learning and promote growth.

Listed below are topics and examples of the professional development opportunities for professional learning:

- Maintaining Impact Teams through district led professional development
- Strengthening mathematics instruction by focusing on differentiation
- Best practices in group instruction
- Aligning instruction with Common Core State Standards
- Using technology to assist instruction
- Using technology to communicate with parents
- Crisis prevention training
- CPR/first aid
- Next Generation Science Standards (NGSS) training for staff
- Best practices in classroom management
- Positive Behavioral Interventions and Supports (PBIS) training

Additionally, all teachers in the district receive online training on blood-borne pathogens, universal precautions, child-abuse reporting, emergency medical procedures and additional trainings will continue to occur throughout the school year. Other professional growth opportunities are made available to staff in a variety of in-service and conference offerings. The Kern County Superintendent of Schools office or other professional organizations offer these programs. Many teachers continue their professional training through various graduate-school programs offered in the area.

The classified staffs are involved with in-service training which include the following:

- CPR/first aid
- Sexual harassment
- Use of material-safety data sheets
- Child-abuse reporting
- Ongoing bus-driver training
- Strategies for classroom aides (special education and bilingual aides)
- Child nutrition

### Professional Development Days

#### Three-Year Data

	2017-18	2018-19	2019-20
<b>Number of school days dedicated to staff development and continuous improvement</b>	10	10	15



## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

### Suspensions and Expulsions

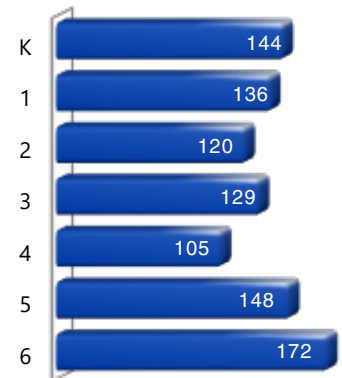
#### Three-Year Data

	Veterans ES			Norris SD			California		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Suspension rates</b>	2.0%	1.1%	0.8%	3.7%	2.4%	1.9%	3.6%	3.5%	3.5%
<b>Expulsion rates</b>	0.0%	0.0%	0.0%	0.2%	0.1%	0.0%	0.1%	0.1%	0.1%

## Enrollment by Grade

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

### 2018-19 Enrollment by Grade



*"Veterans Elementary is committed to meeting the needs of all our students."*



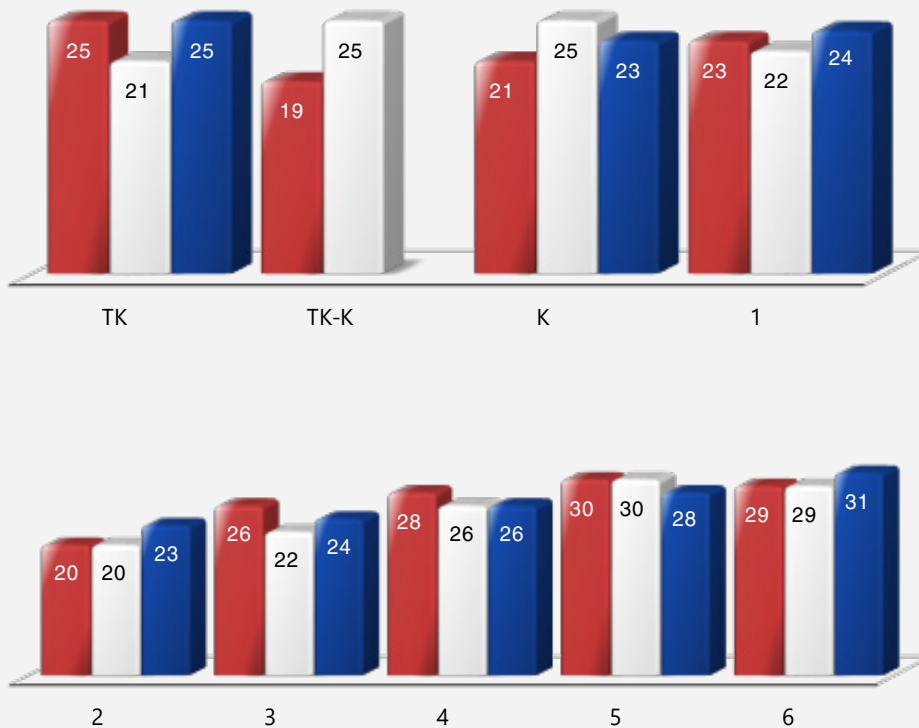
## Class Size Distribution

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

■ 16-17 ■ 17-18 ■ 18-19



## School Safety

The Veterans Elementary staff is very conscientious about the safety of our students. Monthly emergency fire, earthquake, and disaster drills are completed. District and school site Safety Committee meetings are held on a monthly basis to discuss all aspects of safety on our campuses. The school safety plan is revised yearly, taking into account staff changes as well as content revisions. Safety is a top priority at our school, and the plan is dedicated to the ongoing enhancement of school safety.

Disaster preparedness is accomplished by training the staff to respond to natural disaster or evacuations due to potential hazards. Many of the staff members are trained in first aid and CPR procedures along with triage, search and rescue, and student security in the event of an emergency. Student and staff safety training is done on an ongoing basis through in-services, fire and earthquake drills. Our full-scale disaster drill was completed early in the year in an effort to continually improve the process during an unexpected emergency.

To maintain campus security, all visitors on campus must check in at the office through a newly implemented visitor system and wear an identification sticker while on campus. After the tardy bell rings, all campus entrances are locked. Until dismissal, the gates remain locked for the safety of our students. There is always a staff member posted by the gate for added awareness. At Veterans, we work together to instill the importance of keeping and maintaining a positive, safe environment for our children.

The Norris School District and Veterans Elementary have adopted student discipline policies and regulations to promote a safe, orderly learning environment. We follow California Education Code and Norris School District Board Policy when enforcing any disciplinary actions, including suspensions or expulsions. These guidelines ensure that discipline is enforced in a fair and consistent manner.

In addition, Veterans Elementary supports positive behavior through our Positive Behavioral Interventions and Supports (PBIS) model. Students are regularly rewarded for making positive choices on campus.

The school safety plan was last reviewed, updated and discussed with the school faculty in October 2019.

### Number of Classrooms by Size

#### Three-Year Data

	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
TK		1			1			1	
TK-K	1				1				
K	3	2			4			5	
1		6			6			5	
2	6			4	2			6	
3		6			6			5	
4		6			4			5	
5		5			5			4	
6		5			6			5	





## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Veterans ES		Norris SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA)/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Veterans ES		Norris SD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	61%	66%	61%	58%	50%	51%
Mathematics	60%	66%	51%	52%	38%	40%

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

California Physical Fitness Test	2018-19 School Year
Percentage of Students Meeting Fitness Standards	Veterans ES
	Grade 5
Four of six standards	16.9%
Five of six standards	25.0%
Six of six standards	43.9%

✧ Not applicable.

## California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

**Smarter Balanced Assessments** include ELA/literacy and mathematics in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).



## CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-6.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAA divided by the total number of students who participated in both assessments.

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



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

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	560	558	99.64%	0.36%	65.95%
Male	285	285	100.00%	0.00%	61.75%
Female	275	273	99.27%	0.73%	70.33%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	17	17	100.00%	0.00%	76.47%
Hispanic or Latino	171	171	100.00%	0.00%	57.89%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	324	323	99.69%	0.31%	68.73%
Two or more races	28	28	100.00%	0.00%	71.43%
Socioeconomically disadvantaged	137	136	99.27%	0.73%	55.88%
English learners	32	32	100.00%	0.00%	53.13%
Students with disabilities	31	31	100.00%	0.00%	38.71%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

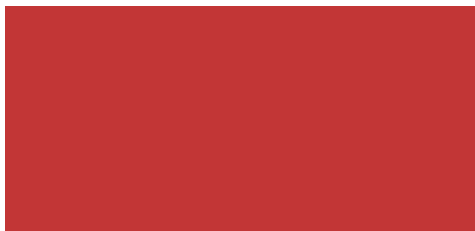
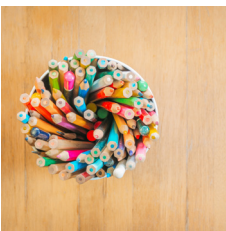
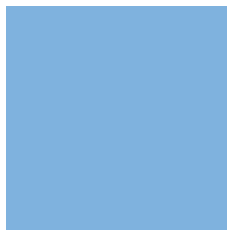




## CAASPP Results by Student Group: Mathematics (grades 3-6)

Percentage of Students Meeting or Exceeding State Standards				2018-19 School Year	
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	560	558	99.64%	0.36%	66.49%
Male	285	285	100.00%	0.00%	68.42%
Female	275	273	99.27%	0.73%	64.47%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	17	17	100.00%	0.00%	82.35%
Hispanic or Latino	171	171	100.00%	0.00%	59.65%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	324	323	99.69%	0.31%	68.42%
Two or more races	28	28	100.00%	0.00%	67.86%
Socioeconomically disadvantaged	137	136	99.27%	0.73%	54.41%
English learners	32	32	100.00%	0.00%	46.88%
Students with disabilities	31	31	100.00%	0.00%	41.94%
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.





## Textbooks and Instructional Materials

In social science, our 7th and 8th grades adopted and began implementing McGraw-Hill Impact. The adoption process consisted of the following: representative teachers from each grade level implemented, evaluated, and assessed the materials and the overall instructional design of each program. These teachers provided feedback from both programs to their colleagues, parents, and community members during in-services and meetings throughout the year. Input from all stakeholders was taken into account prior to making a final determination. A vote was taken in the spring of the adoption year.

For science, we have one grade level team per K-5 grade that is piloting the science curriculum Twig Science from August to October, McGraw-Hill Inspire from November to January, and STEMscopes from February to April. All 6-8 grade science teachers are piloting Houghton Mifflin Harcourt Dimensions in the first quarter, then STEMscopes in the second quarter. We will then conduct inservices and meetings with all stakeholders during the spring before a vote is taken on which curriculum to adopt for the 2020-21 school year.

All prior textbook adoptions in the core curricular areas undergo a similar adoption process. The core curricular materials currently being utilized are aligned to the Common Core State Standards (CCSS), state-adopted and board approved.

In addition, each student continues to have access to textbooks and is permitted to take them home when necessary.

### Textbooks and Instructional Materials List

2019-20 School Year

Subject	Textbook	Adopted
English Language Arts	<i>Journeys</i> , California: Houghton Mifflin Harcourt (K-6)	2017
English Language Arts	<i>Collections</i> , California: Houghton Mifflin Harcourt (6)	2017
English Language Arts	Ready Common Core (3-6)	2016
Mathematics	<i>Math Expressions</i> , Houghton Mifflin (TK)	2018
Mathematics	<i>Math Expressions</i> , Houghton Mifflin (K-5)	2014
Mathematics	California Middle School Math, McGraw-Hill (6)	2014
Mathematics	Ready Common Core	2019
Science	Pearson, Scott Foresman (K-5), Twig Science, McGraw- Hill Inspire, STEMscopes	2007, pilot
Science	Pearson, Prentice Hall (6), HMH Dimensions, STEMscopes	2007, pilot
History/social science	Pearson, Scott Foresman (K-5)	2006
History/social science	Holt, Rinehart and Winston (6)	2006

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

### Percentage of Students Lacking Materials by Subject

2019-20 School Year

Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	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

2019-20 School Year

Data collection date	10/9/2019
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## Quality of Textbooks

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

### Quality of Textbooks

2019-20 School Year

Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes







## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Exemplary
<b>Date of the most recent school site inspection</b>		7/29/2019
<b>Date of the most recent completion of the inspection form</b>		7/29/2019



## School Facilities

Veterans Elementary opened in the 2007-08 school year. We have 36 classrooms, plus six portable classrooms. 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. The rooms are equipped with plenty of storage space, large television monitors, Apple TV, whiteboards, a voice-amplification system, document cameras and computers.

We continue to evolve and enhance the technology on our campus. We have a dedicated team of staff in our technology department who work for the district and service all of the school sites. In partnership with the technology department, teachers and students are able to participate in internet research; utilize Apple TV; work on Chrome books and iPads; utilize Google Classroom; and use email, simple word processing, reading programs and skill games for educational enhancement.

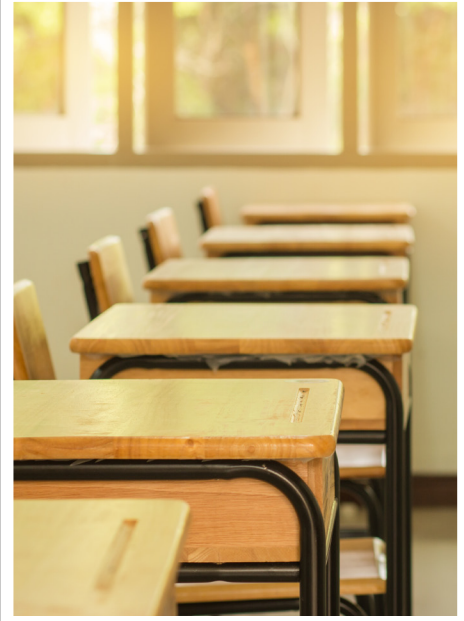
Our library houses thousands of books for students as well as a technology lab. Students and adults are able to check out books, participate in weekly story time, as well as complete independent work and research. The library is available for students to access during snack and lunch recess times for those who would like a quieter, calm recess atmosphere.

The technology center houses 30 computers with a large monitor that the teacher is able to use for teaching and demonstrating. The teacher workstation allows the teacher to monitor and control all of the student computers.

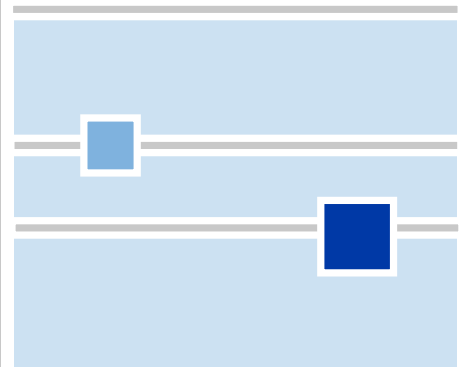
The library aide plays an integral role on our campus and is full of enthusiasm and knowledge about authors and books. This year, the library is integrating internet and library research lessons for all of our students. We like to think of our library as the hub of our school.

Our custodial staff works diligently to ensure high standards of cleanliness in the cafeteria, bathrooms and grounds. On a monthly basis, the lead custodian inspects playground and classroom facilities and equipment. Our safety team of grade level representatives come together once a month to discuss campus safety challenges and their possible solutions.

Teachers and yard aides supervise students daily from 8 a.m. until the students' dismissal times. This includes regular supervision in the classrooms, in the cafeteria and on the playground. All staff members receive regular safety trainings and review playground rules each school year.



*"Teachers and staff are dedicated to providing each student the opportunity to achieve his or her highest potential."*



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



## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information		Three-Year Data		
	Norris SD	Veterans ES		
Teachers	19-20	17-18	18-19	19-20
With a full credential	189	45	41	42
Without a full credential	5	0	2	1
Teaching outside subject area of competence (with full credential)	0	0	0	0



## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
	Veterans ES			
Teachers	17-18	18-19	19-20	
Teacher misassignments of English learners	0	0	0	
Total teacher misassignments	0	0	0	
Vacant teacher positions	0	0	0	

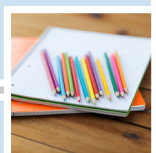
## Types of Services Funded

- **Learning Center:** Dedicated space to helping students increase reading fluency and comprehension skills.
- **Special Education Services:** Services include speech therapy and occupational therapy for qualifying students. Students who require a more restrictive learning environment are served in one of our district special day classes.
- **Teacher Induction Program (TIP):** A training program to offer support for beginning teachers who have finished a credentialing program and who currently hold (or have applied for) a preliminary Multiple Subjects Credential or Preliminary Single Subject Credential.
- **Counseling:** A full-time counselor is available at Norris Middle School to support our students. We also have one full-time counselor who provides services at our larger elementary school sites: Norris Elementary and Veterans Elementary.
- **Behavior Support Aide:** Structured play experiences in small, focused groups are presented for elementary students during recess.
- **Homework Club:** An after-school program held at elementary and middle school sites for students who require additional academic assistance or for those who simply seek a quiet place to complete their studies.
- **North of the River (NOR) Recreation and Park District:** In partnership with the school sites, NOR sponsors the district's after-school sports programs.
- **Opportunity Program:** A program serving as an in-school alternative for students suspended from school.
- **Class Size Reduction:** A decrease in student sizes in kindergarten through third grade.

## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	0.50
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	1.50
Psychologist	0.33
Social worker	0.00
Nurse	0.20
Speech/language/hearing specialist	1.00
Resource specialist (nonteaching)	1.00





## Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://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](http://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](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

Salary Data		2017-18 Fiscal Year
	Norris SD	Similar Sized District
Beginning teacher salary	◇	\$49,378
Midrange teacher salary	◇	\$77,190
Highest teacher salary	◇	\$96,607
Average elementary school principal salary	◇	\$122,074
Average middle school principal salary	◇	\$126,560
Superintendent salary	◇	\$189,346
Teacher salaries: percentage of budget	37%	36%
Administrative salaries: percentage of budget	5%	6%

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Veterans ES	\$5,053	\$69,830
Norris SD	\$6,787	\$67,324
California	\$7,507	\$77,619
School and district: percentage difference	-25.5%	+3.7%
School and California: percentage difference	-32.7%	-10.0%

◇ Information is not available at this time.

## Veterans Elementary Pledge

We pledge to always do what is right.

We promise to be good citizens and learn about our country's history.

We commit to forever honor our Veterans who have protected our freedom.

And to never forget the sacrifices of our country's heroes.

Therefore, may we always be true to the red, white and blue.

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2017-18 Fiscal Year	
Total expenditures per pupil	\$5,191
Expenditures per pupil from restricted sources	\$138
Expenditures per pupil from unrestricted sources	\$5,053
Annual average teacher salary	\$69,830

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of December 2019.

## School Accountability Report Card

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