

Veterans Elementary School

6301 Old Farm Road Bakersfield, CA 93312 ▪ <https://ves.norris.k12.ca.us/>

Joni Sallee, Principal ▪ joni.sallee@norris.k12.ca.us ▪ (661) 387-7050

Grades TK-6 ▪ CDS Code 15-63693-0113738



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

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 1,070 students. Support services include a full-time counselor, full-time psychologist, resource specialist, 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.

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 utilizes 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. Traditionally, 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 Reuben Mendoza at (661) 387-7050.

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, accounting for 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.

The school safety plan was last reviewed, updated and discussed with school faculty and staff 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

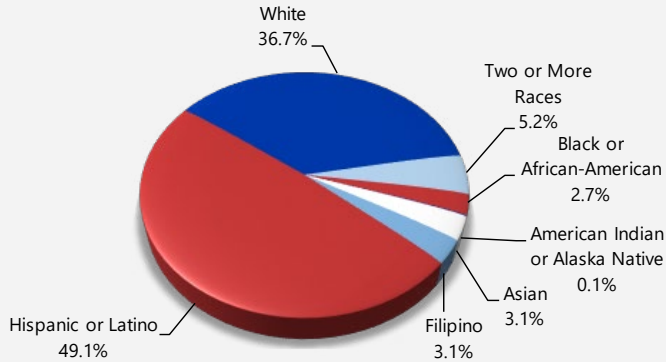
Jim Bowles, Member



Enrollment by Student Group

The total enrollment at the school was 1,002 students for the 2024-25 school year. The pie chart displays the percentage of students enrolled in each group.

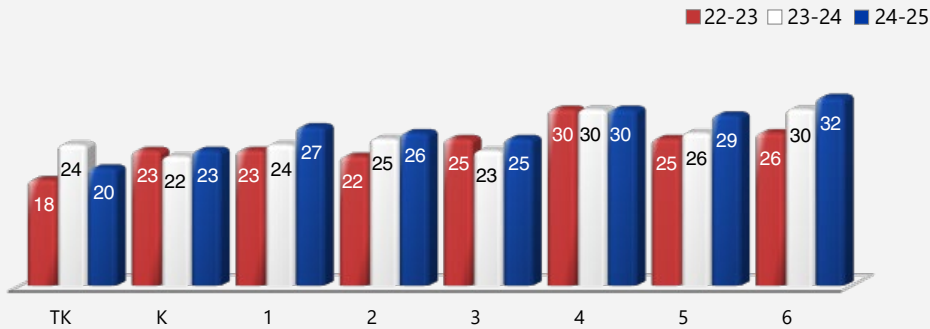
Demographics (2024-25 School Year)



Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size (Three-Year Data)



Number of Classrooms by Size (Three-Year Data)

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

Enrollment by Student Group

Demographics

2024-25 School Year

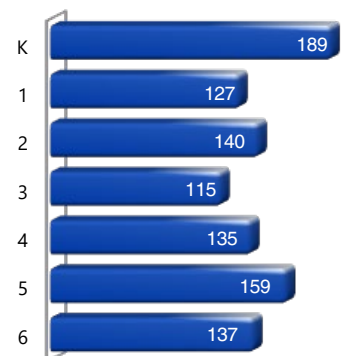
Female	49.80%
Male	50.20%
Non-Binary	0.00%
English Learners	5.40%
Foster Youth	1.00%
Homeless	0.10%
Migrant	0.40%
Socioeconomically Disadvantaged	38.50%
Students with Disabilities	11.00%



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)

	Veterans ES			Norris SD			California		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Suspension rates	1.40%	1.50%	1.10%	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	1.10%	0.00%
Female	0.20%	0.00%
Male	2.10%	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	3.30%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.70%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.50%	0.00%
English Learners	5.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	1.40%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	2.00%	0.00%

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.

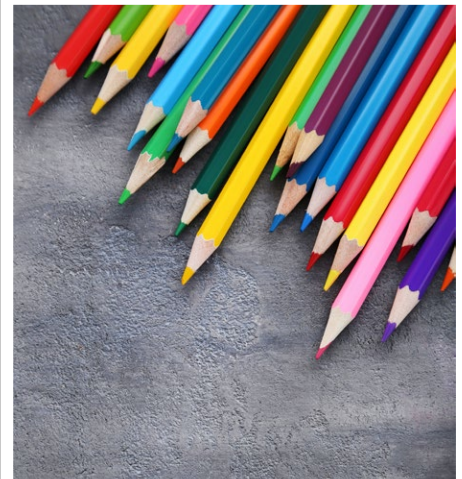
Our PBIS motto encourages students to not just fly, but SOAR!

Safety

Ownership

Attitude

Respect



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	1,060	1,042	85	8.20%
Female	528	519	38	7.30%
Male	532	523	47	9.00%
Non-Binary	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	32	32	3	9.40%
Black or African American	30	27	2	7.40%
Filipino	34	34	1	2.90%
Hispanic or Latino	528	517	51	9.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
Two or More Races	55	54	4	7.40%
White	379	377	24	6.40%
English Learners	60	58	9	15.50%
Foster Youth	14	13	1	7.70%
Homeless	❖	❖	❖	❖
Socioeconomically Disadvantaged	508	496	45	9.10%
Students Receiving Migrant Education Services	❖	❖	❖	❖
Students with Disabilities	150	146	21	14.40%

❖ 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)						
	Veterans ES		Norris SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
Science	45.31%	44.74%	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)						
	Veterans ES		Norris SD		California	
Subject	23-24	24-25	23-24	24-25	23-24	24-25
English language arts/literacy	57%	54%	56%	55%	46%	48%
Mathematics	51%	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	155	152	98.06%	1.94%	44.74%
Female	74	74	100.00%	0.00%	54.05%
Male	81	78	96.30%	3.70%	35.90%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Black or African American	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	65	64	98.46%	1.54%	40.63%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	❖	❖	❖	❖	❖
White	70	68	97.14%	2.86%	51.47%
English Learners	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	60	57	95.00%	5.00%	29.82%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	15	14	93.33%	6.67%	28.57%

❖ 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	546	536	98.17%	1.83%	53.54%
Female	266	262	98.50%	1.50%	60.31%
Male	280	274	97.86%	2.14%	47.08%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	20	19	95.00%	5.00%	52.63%
Black or African American	13	13	100.00%	0.00%	46.15%
Filipino	12	12	100.00%	0.00%	58.33%
Hispanic or Latino	261	259	99.23%	0.77%	51.74%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	29	28	96.55%	3.45%	64.29%
White	209	204	97.61%	2.39%	54.41%
English Learners	26	23	88.46%	11.54%	0.00%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	240	237	98.75%	1.25%	43.88%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	68	65	95.59%	4.41%	12.31%

❖ 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	546	540	98.90%	1.10%	45.19%
Female	266	263	98.87%	1.13%	43.35%
Male	280	277	98.93%	1.07%	46.93%
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	20	20	100.00%	0.00%	35.00%
Black or African American	13	13	100.00%	0.00%	23.08%
Filipino	12	12	100.00%	0.00%	50.00%
Hispanic or Latino	261	260	99.62%	0.38%	40.77%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
Two or More Races	29	29	100.00%	0.00%	51.72%
White	209	205	98.09%	1.91%	51.71%
English Learners	26	26	100.00%	0.00%	7.69%
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖
Military	❖	❖	❖	❖	❖
Socioeconomically Disadvantaged	240	237	98.75%	1.25%	36.29%
Students Receiving Migrant Education services	❖	❖	❖	❖	❖
Students with Disabilities	68	66	97.06%	2.94%	9.09%

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



Textbooks and Instructional Materials

The adoption process consists of the following: representative teachers from each grade level implemented, evaluated, and assessed the materials and the overall instructional design of each program. These teachers provided feedback from both programs to their colleagues, parents, and community members during in-services and meetings throughout the year. Input from all stakeholders was considered prior to making a final determination. A vote was taken in the spring of the adoption year.

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

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

Textbooks and Instructional Materials List (2025-26 School Year)

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

Quality of Textbooks

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

Quality of Textbooks (2025-26 School Year)

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

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

✧ Not applicable.

Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject

2025-26 School Year

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

Currency of Textbooks

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbooks

2025-26 School Year

Data collection date	10/8/2025
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School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status (2025-26 School Year)

Items Inspected	Repair Status
Systems: Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)	Good
Interior: Interior surfaces (floors, ceilings, walls and window casings)	Good
Cleanliness: Pest/vermin control, overall cleanliness	Good
Electrical: Electrical systems	Fair
Restrooms/fountains: Restrooms, sinks and drinking fountains	Good
Safety: Fire safety, emergency systems, hazardous materials	Good
Structural: Structural condition, roofs	Good
External: Windows/doors/gates/fences, playgrounds/school grounds	Fair
Overall summary of facility conditions	Good
Date of the most recent FIT report	7/31/2025

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
Systems	Possible pressure issue with AC. HVAC updates planned for summer 2026.
Electrical	Several lights out; needing replacements. Breaker boxes blocked by custodial equipment. Schedule created for replacing lights. Reorganizing storage spaces to allow access to breaker boxes.
Restrooms/fountains	Toilet leaks in building C boys' and girls' restrooms. Work order submitted.
Safety	Roof access blocked in MPR storage room. EDC staff reorganizing supplies to allow access.
Structural	Several stained ceiling tiles and potential roof leaks in all buildings and Library. Schedule for addressing stained tiles and work order submitted for potential leak in Library.
External	Doors on library and portable classrooms do not latch properly. Work order submitted for Library doors. Submitted a request to modular company to tend to the portable door locks.



School Facilities

Veterans Elementary opened in the 2007-08 school year. We have 39 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, 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 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.



"Veterans Elementary is committed to meeting the needs of all 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)	35.0	99.0%	155.2	87.3%	234,405.2	84.0%
Intern Credential Holders Properly Assigned	0.3	1.0%	5.0	2.8%	4,853.0	1.7%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0%	8.3	4.7%	12,001.5	4.3%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	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	35.4	100.0%	177.8	100.0%	279,044.8	100.0%

Teacher Preparation and Placement (2022-23 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.0	94.9%	156.0	84.1%	231,142.4	83.2%
Intern Credential Holders Properly Assigned	0.0	0.0%	5.0	2.7%	5,566.4	2.0%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.0	2.6%	15.8	8.5%	14,938.3	5.4%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.0	0.0%	3.8	2.1%	11,746.9	4.2%
Unknown	1.0	2.6%	4.8	2.6%	14,303.8	5.2%
Total Teaching Positions	39.0	100.0%	185.5	100.0%	277,697.8	100.0%

Teacher Preparation and Placement (2023-24 School Year)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	37.6	88.9%	165.0	88.0%	230,039.4	82.6%
Intern Credential Holders Properly Assigned	1.0	2.4%	4.0	2.1%	6,213.8	2.2%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.0	4.7%	9.0	4.8%	16,855.0	6.0%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.1	2.7%	3.6	1.9%	12,112.8	4.3%
Unknown	0.5	1.4%	5.8	3.1%	13,705.8	4.9%
Total Teaching Positions	42.3	100.0%	187.4	100.0%	278,927.1	100.0%

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

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

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

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

Teachers Without Credentials and Misassignments (Three-Year Data)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waiver	0.0	1.0	2.0
Misassignments	0.0	0.0	0.0
Vacant Positions	0.0	0.0	0.0
Total Teachers Without Credentials and Misassignments	0.0	1.0	2.0

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

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

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.0	0.0	1.1
Local Assignment Options	0.0	0.0	0.0
Total Out-of-Field Teachers	0.0	0.0	1.1

Class Assignments

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

Class Assignments (Three-Year Data)

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

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



Academic Counselors and School Support Staff

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

Ratio of Pupils to Academic Counselors and School Support Staff Data

2024-25 School Year

	Ratio
Pupils to Academic counselors	✧
Support Staff	FTE
Counselor (academic, social/behavioral or career development)	1.0
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	2.0
Psychologist	1.0
Social worker	0.2
Nurse	0.5
Speech/language/hearing specialist	1.5
Resource specialist (nonteaching)	0.0
✧ 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
Veterans ES	\$4,260	\$83,142
Norris SD	\$8,250	\$79,505
California	\$11,146	\$100,089
School and district: percentage difference	-48.4%	+4.6%
School and California: percentage difference	-61.8%	-16.9%

◇ Information is not available at this time.

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	\$9,445
Expenditures per pupil from restricted sources	\$5,185
Expenditures per pupil from unrestricted sources	\$4,260
Annual average teacher salary	\$83,142



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 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 Accountability Report Card

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