Vandalia Elementary School

271 East College Avenue • Porterville, CA 93257 • (559) 782-7260 • Grades K-6
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2012-13 School Accountability Report Card
Published During the 2013-14 School Year

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (559) 782-7260.

Principal's Message

It is with great pleasure that we present our 2012-2013 School Accountability Report Card. Vandalia Elementary, home of the Vikings, is a campus where students, staff, and families work together to improve learning for all students.

Vandalia Elementary School is a place where children are at the heart of everything we do. Staff, students, and families are dedicated to providing quality work which is engaging, results in students learning meaningful content, and challenges every student to learn more. The staff focuses their energies on the school's vision and ensuring that our children develop the self-esteem and positive character needed to participate fully in our community of learners.

Our teachers and staff have tremendous passion for the students at Vandalia. That's evident based on the positive relationships that we have established with our community. Parents are our partners. We treasure all the ways families contribute to the success of our students: helping with homework, assisting teachers, working with the PTO and other school committees, communicating with their child's teacher, and sending their children to school prepared and excited to learn!

I am very pleased to serve students, families, and staff. I look forward to continued teamwork with the Vandalia learning community as we strive to increase learning and achievement for all.

School Vision

Learning Now to Lead the Future

School Mission Statement

Vandalia School is proud to be a safe, caring, leaning environment, which has high academic standards and provides support to meet the educational needs of all students. Vandalia students are valued for their gifts and are encouraged to meet their full academic potential. At Vandalia, character does count and students are taught positive traits to ensure that they will become the future pillars of the community.

Community & School Profile

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves more than 13,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

Vandalia School serves students in grades kindergarten through six on a traditional calendar schedule. Curriculum is based on California State Content Standards.   During the 2012-13 school year, 675 students were enrolled at the school. Of the students enrolled, 79.2% were Hispanic or Latino and 20.7% were not Hispanic or Latino. In addition, students were reported by their parent/guardians as having the following ethnicity: Hispanic or Latino only (51.9%), White (25.1%), American Indian (18.4%), other Asian (1.5%), Filipino (0.5%), Black or African American (0.2%), Laotian (0.2%), and Guamanian (0.1%).

Opportunities for Parental Involvement

Parents and the community are very supportive of the educational programs in the Porterville Unified School District. Parents are also encouraged to participate on the School Site Council and English Learner Advisory Committee. Also, parents are encouraged to volunteer at school by attending parent meetings, campus events, or assisting in their child's classroom.

Contributions by the following community partners add to the programs available at Vandalia School: Target, Wal-Mart, and the Tule River Indian Tribal Council.

Contact Information

Parents who wish to participate in the school's leadership teams, school committees, school activities, or become a volunteer may contact the main office at (559) 782-7260. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	89
Gr. 1	118
Gr. 2	101
Gr. 3	90
Gr. 4	96
Gr. 5	104
Gr. 6	105
Total	703

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	13.1
Asian	2.4
Filipino	0.4
Hispanic or Latino	69.8
Native Hawaiian/Pacific Islander	0.3
White	11.1
Two or More Races	0.6
Socioeconomically Disadvantaged	96.2
English Learners	42.2
Students with Disabilities	2.8

Average Class Size and Class Size Distribution												
Average Class Size			Number of Classrooms*									
			1-20			21-32			33+			
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	23.6	24.2	30	0	0		5	5	3	0	0	
Gr. 1	21.4	24.5	30	5	0		0	4	4	0	0	
Gr. 2	22.5	25	25	2	0		2	4	4	0	0	
Gr. 3	22.6	23.3	30	2	1		3	3	3	0	0	
Gr. 4	33	28.3	24	0	0	1	1	4	3	2	0	
Gr. 5	32.7	32.7	26	0	0	1	2	1		1	2	3
Gr. 6	25	32.7	26	1	0	1	1	1		2	2	3

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
School	10-11	11-12	12-13
Suspensions Rate	9.1	8.43	6.79
Expulsions Rate	0.41	0.00	0.28
District	10-11	11-12	12-13
Suspensions Rate	11.96	11.83	7.97
Expulsions Rate	1.03	0.14	0.17

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

The safety of students and staff is a primary concern of Vandalia Elementary School. Staff members supervise students on campus before and after school and during recess; noon duty supervisors monitor students during the lunch break. All visitors must sign in at the principal's office and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times.

The School Site Safety Plan was most recently revised in Fall 2013 by the staff, including campus administration and the school's resource officer . Key elements of the plan focus on emergency preparedness. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Emergency drills are held on a regular basis; fire drills are held once a month, earthquake drills are held twice a year and lockdown drills are held three times a year.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:
- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: 08/19/2013

Vandalia Elementary School was originally constructed in 1951 and has since undergone complete modernization. The most recent renovations to the campus included the construction of four new classrooms on the east side of campus and the removal of portable classrooms and restrooms. The school is currently comprised of 41 classrooms (including portables), a library, one computer lab, one educational lab, one staff room, a cafeteria, two playgrounds, the main office, and one reading lab. The chart displays the results of the most recent school facilities inspection, provided by the district in December 2013.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[ ]	[X]	Check for leaks in cafeteria and library
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[ ]	[ ]	[X]	Open outlet NE corner of cafeteria. Clean up loose wiring around computer desks in library.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
Overall Rating	Exemplary	Good	Fair	Poor	
	[ ]	[X]	[ ]	[ ]	

Teacher Credentials			
School	10-11	11-12	12-13
Fully Credentialed	31	30	24
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	10-11	11-12	12-13
Fully Credentialed	♦	♦	563
Without Full Credential	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at this School			
School	11-12	12-13	13-14
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered two staff development days. Teachers also collaborate with their grade level team frequently to build Project-Based learning units, Common Core units and lessons, and to evaluate learning through assessment data. An academic coach meets with teachers, models lessons, and assists teachers with implementing shifts in teaching practices. Staff meetings are also devoted to professional development in the areas of English Language arts and Mathematics teaching and learning methods.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The school uses the Best Practices teaching strategies and teachers are trained in the techniques each year.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	98.2	1.8
High-Poverty Schools	98.2	1.8
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Social/Behavioral or Career Development Counselor	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
Academic Counselor	

* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$5,566	$1,026	$4,539	$68,271
District	♦	♦	$6,336	$69,248
State	♦	♦	$5,537	$68,841
Percent Difference: School Site/District			-28.4	-1.4
Percent Difference: School Site/ State			-18.0	-0.8

* **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.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$42,106	$40,933
Mid-Range Teacher Salary	$63,598	$65,087
Highest Teacher Salary	$82,129	$84,436
Average Principal Salary (ES)	$123,392	$106,715
Average Principal Salary (MS)	$114,481	$111,205
Average Principal Salary (HS)	$124,594	$120,506
Superintendent Salary	$155,487	$207,812
Percent of District Budget		
Teacher Salaries	38.9%	39.8%
Administrative Salaries	4.0%	5.1%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

• Title I, Basic Grant
• Title II, Teacher Quality & Technology
• Title III, Limited English Proficiency

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)
This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2011

Porterville Unified School District held a Public Hearing on September 6, 2011 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in December 2011, regarding textbooks in use during the 2012-13 school year.

Textbooks and Instructional Materials		
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**	
Reading/Language Arts		Houghton Mifflin Adopted 2003
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	
Mathematics		Glencoe/McGraw Hill Adopted 2007
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	
Science		Glencoe Adopted 2006 Harcourt Adopted 2001
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	
History-Social Science		Houghton Mifflin Adopted 2007
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	
Health		Harcourt Adopted 2006
The textbooks listed are from most recent adoption:	Yes	
Percent of students lacking their own assigned textbook:	0.0%	

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

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

	2013 STAR Results by Student Group			
Group	**Percent of Students Scoring at Proficient or Advanced**			
	ELA	**Math**	**Science**	**H-SS**
All Students in the LEA	42	41	44	36
All Student at the School	36	56	13	
Male	28	55	15	
Female	43	57	12	
Black or African American				
American Indian or Alaska Native	33	45	15	
Asian				
Filipino				
Hispanic or Latino	36	57	15	
Native Hawaiian/Pacific Islander				
White	37	66		
Two or More Races				
Socioeconomically Disadvantaged	36	55	13	
English Learners	25	52	6	
Students with Disabilities		19		
Students Receiving Migrant Education Services	48	69		

California Physical Fitness Test Results

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	19.4	20.4	20.4

DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

STAR Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced**								
	School			**District**			**State**		
	10-11	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**
ELA	33	37	36	42	45	42	54	56	55
Math	58	58	56	41	44	41	49	50	50
Science	26	26	13	44	44	44	57	60	59
H-SS				35	37	36	48	49	49

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible. 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.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	**Actual API Change**		
	10-11	**11-12**	**12-13**
All Students at the School	0	7	-8
Black or African American			
American Indian or Alaska Native	0	27	-44
Asian			
Filipino			
Hispanic or Latino	-4	6	-3
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	4	3	0
English Learners	-1	1	7
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2010**	**2011**	**2012**
Statewide	2	2	2
Similar Schools	8	6	6

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		17
Percent of Schools Currently in Program Improvement		89.5

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	**Students**	463	10,065	4,655,989
	API-G	736	742	790
Black or African American	**Students**	0	41	296,463
	API-G		742	708
American Indian or Alaska Native	**Students**	76	233	30,394
	API-G	716	683	743
Asian	**Students**	12	180	406,527
	API-G	701	815	906
Filipino	**Students**	2	93	121,054
	API-G		820	867
Hispanic or Latino	**Students**	319	7,923	2,438,951
	API-G	741	735	744
Native Hawaiian/ Pacific Islander	**Students**	0	26	25,351
	API-G		655	774
White	**Students**	46	1,452	1,200,127
	API-G	741	775	853
Two or More Races	**Students**	3	94	125,025
	API-G		758	824
Socioeconomically Disadvantaged	**Students**	447	8,452	2,774,640
	API-G	735	730	743
English Learners	**Students**	197	3,765	1,482,316
	API-G	725	689	721
Students with Disabilities	**Students**	16	579	527,476
	API-G	495	494	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:
- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	No	No
Met Graduation Rate (if applicable)	N/A	No