



Vandalia Elementary School

271 East College Avenue • Porterville, CA 93257 • (559) 782-7260 • Grades K-5

Laura Vera, Principal

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Porterville Unified School District

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Instructional Services**

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**Assistant Superintendent
Human Resources**

Principal's Message

It is with great pleasure that we present our 2015 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.

Our Vision

Vandalia students will have the skills and knowledge to be prepared for college and career and to make a positive impact in a dynamic global society.

Our Mission

The mission of Vandalia Elementary is to provide students a dynamic, engaging and effective educational experience that prepares them with the skills to be productive citizens in a global society.

Community & School Profile

Porterville lies in the foothills of the Sierras along State Highway 65. Porterville is located 165 miles north of Los Angeles and 171 miles east of the Pacific Coast. Thus, Porterville is centrally located, and as a result, the city has access to major transportation routes. The Porterville Unified School District serves more than 14,500 students throughout the community, as well as the town of Strathmore. The district is composed of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites. Vandalia Elementary School serves students in grades kindergarten through fifth on a traditional calendar schedule. Curriculum is based on California State Common Core Content Standards. At the beginning of the 2016-17 school year, 612 students were enrolled at the school. Of the students enrolled, 80.5% were Hispanic or Latino and 19.5% were not Hispanic or Latino. In addition, students were reported by their parent/guardians as having the following ethnicity: Hispanic or Latino only (68.63%), White (10.62%), American Indian (15.03%), other Asian (2.12%), Black or African American (0.82%), and Hawaiian or Pacific Islander (0.98%). In addition to the general education classes, there are three special education classrooms at Vandalia. At Vandalia Elementary, there are a number of opportunities for parent involvement such as School Site Council (SSC), English Learner Advisory Committee (ELAC), and parent volunteers in the classroom.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	120
Grade 1	92
Grade 2	95
Grade 3	106
Grade 4	103
Grade 5	112
Total Enrollment	628

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	13.1
Asian	2.2
Filipino	0.6
Hispanic or Latino	69.1
Native Hawaiian or Pacific Islander	1.1
White	11.9
Two or More Races	0.5
Socioeconomically Disadvantaged	93.3
English Learners	33.3
Students with Disabilities	5.3
Foster Youth	2.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Vandalia Elementary School	14-15	15-16	16-17
With Full Credential	21	23	23
Without Full Credential	3	4	4
Teaching Outside Subject Area of Competence	0	0	0
Porterville Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	585
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Vandalia Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	1

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

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 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	80.0	20.0
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Porterville Unified School District held a Public Hearing on ----- 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 August 2016, regarding textbooks in use during the 2016-17 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill California The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McGraw Hill Math, Adopted 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Harcourt California Science Adopted 2008 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%
Foreign Language	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%

School Facility Conditions and Planned Improvements (Most Recent Year)

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 24 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 August 2016.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 08/30/2016				
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			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 08/30/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	13	22	30	37	44	48
Math	11	15	20	21	34	36

* Percentages are not calculated 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.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	27	17	23	42	37	40	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	23.6	17	24.5

* Percentages are not calculated 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	107	102	95.3	22.6
Male	57	54	94.7	29.6
Female	50	48	96.0	14.6
American Indian or Alaska Native	11	11	100.0	9.1
Hispanic or Latino	78	74	94.9	21.6
White	11	10	90.9	40.0
Socioeconomically Disadvantaged	94	89	94.7	21.4
English Learners	44	42	95.5	9.5
Students with Disabilities	16	11	68.8	9.1

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	112	110	98.2	21.8
	4	99	98	99.0	21.4
	5	107	106	99.1	22.6
Male	3	57	55	96.5	23.6
	4	47	46	97.9	23.9
	5	57	56	98.3	25.0
Female	3	55	55	100.0	20.0
	4	52	52	100.0	19.2
	5	50	50	100.0	20.0
American Indian or Alaska Native	3	18	18	100.0	16.7
	4	14	14	100.0	28.6
	5	11	11	100.0	18.2
Hispanic or Latino	3	79	77	97.5	19.5
	4	66	65	98.5	21.5
	5	78	77	98.7	22.1
White	4	12	12	100.0	16.7
	5	11	11	100.0	18.2
Socioeconomically Disadvantaged	3	106	104	98.1	21.1
	4	90	89	98.9	20.2
	5	94	93	98.9	20.4
English Learners	3	53	51	96.2	19.6
	4	31	31	100.0	9.7
	5	44	44	100.0	15.9

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Students with Disabilities	5	16	15	93.8	

ELA test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students 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 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.

**School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	112	112	100.0	25.9
	4	99	98	99.0	7.1
	5	107	106	99.1	10.4
Male	3	57	57	100.0	28.1
	4	47	46	97.9	4.3
	5	57	56	98.3	14.3
Female	3	55	55	100.0	23.6
	4	52	52	100.0	9.6
	5	50	50	100.0	6.0
American Indian or Alaska Native	3	18	18	100.0	27.8
	4	14	14	100.0	14.3
	5	11	11	100.0	9.1
Hispanic or Latino	3	79	79	100.0	22.8
	4	66	65	98.5	7.7
	5	78	77	98.7	9.1
White	4	12	12	100.0	
	5	11	11	100.0	18.2
Socioeconomically Disadvantaged	3	106	106	100.0	25.5
	4	90	89	98.9	6.7
	5	94	93	98.9	9.7
English Learners	3	53	53	100.0	26.4
	4	31	31	100.0	6.5
	5	44	44	100.0	4.5
Students with Disabilities	5	16	15	93.8	

Mathematics test results include the Smarter Balanced Summative Assessment 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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students 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 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety 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 2016 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.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.6	2.3	2.1
Expulsions Rate	6.1	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	6.0	5.9	5.6
Expulsions Rate	0.6	0.3	0.3
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2016-17 Federal Intervention Program		
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	16	
Percent of Schools Currently in Program Improvement	80.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	29	25	25				3	4	4			
1	30	24	24				2	4	4			
2	25	24	24				4	4	4			
3	30	26	26				3	4	4			
4	33	31	31				1	3	3	2		
5	30	30	30				3	4	4			
6	32						2			1		
Other	20	14	14	1	1	1	1	1	1			

Professional Development provided for Teachers

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.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,592	\$44,958
Mid-Range Teacher Salary	\$70,374	\$70,581
Highest Teacher Salary	\$90,879	\$91,469
Average Principal Salary (ES)	\$142,276	\$113,994
Average Principal Salary (MS)	\$144,040	\$120,075
Average Principal Salary (HS)	\$162,400	\$130,249
Superintendent Salary	\$209,705	\$218,315
Percent of District Budget		
Teacher Salaries	36%	38%
Administrative Salaries	4%	5%

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

Types of Services Funded

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
- Title VII — Indian, Native Hawaiian, and Alaska Native Education

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> 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).

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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,566	\$1,026	\$4,539	\$68,271
District	♦	♦	\$6,336	\$75,802
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-28.4	-1.4
Percent Difference: School Site/ State			-18.0	-0.8

* Cells with ♦ do not require data.