



Vandalia Elementary School

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

Laura Vera, Principal
lvera@portervilleschools.org
vandalia.portervilleschools.org

2019-20 School Accountability Report Card Published During the 2020-21 School Year



Porterville Unified School District

600 West Grand Ave.
Porterville, CA 93257
(559) 793-2400
www.portervilleschools.org

District Governing Board

Donna Berry

Jim Carson

Lillian Durbin

Juan Figueroa, Jr.

Pete Lara, Jr.

Felipe Martinez

Tomas Velasquez

District Administration

Nate Nelson, Ed.D.
Superintendent

Brad Rohrbach, Ed.D.
**Assistant Superintendent
Business Services**

Martha Stuemky, Ed.D.
**Assistant Superintendent
Instructional Services**

Andrew Bukosky, Ed.D.
**Assistant Superintendent
Human Resources**

Principal's Message

It is with great pleasure that we present our 2020-2021 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 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, 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 over 14,000 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, three dependent charter schools, one continuation high school, and one alternative site

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 2019-2020 school year, 587 students were enrolled at the school. Of the students enrolled, 70.1% were Hispanic or Latino and 29.9% were not Hispanic or Latino. In addition, students were reported by their parent/guardians as having the following ethnicity: Hispanic or Latino only (70.1%), White (9.2%), American Indian (14.1%), other Asian (1.9%), Black or African American (0.9%), Pacific Islander (0.5%) and Multi-Ethnic (0.5%). In addition to the general education classes, there are two special education classrooms at Vandalia.

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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	131
Grade 1	85
Grade 2	91
Grade 3	81
Grade 4	107
Grade 5	98
Total Enrollment	593

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	14
Asian	1.5
Filipino	1.2
Hispanic or Latino	69.6
Native Hawaiian or Pacific Islander	0.7
White	10.1
Two or More Races	0.3
Socioeconomically Disadvantaged	95.1
English Learners	22.3
Students with Disabilities	4.2
Foster Youth	1.3
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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 for Vandalia Elementary	18-19	19-20	20-21
With Full Credential	23	22	22
Without Full Credential	4	2	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Porterville Unified	18-19	19-20	20-21
With Full Credential	♦	♦	591
Without Full Credential	♦	♦	43
Teaching Outside Subject Area of Competence	♦	♦	15

Teacher Misassignments and Vacant Teacher Positions at Vandalia Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Porterville Unified School District held a Public Hearing on August 27, 2020, 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 2020, regarding textbooks in use during the 2020-2021 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: August 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill California, Adopted 2016 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%
Health	Harcourt Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Vandalia Elementary School originated in 1925 and the current campus 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 STEAM 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 2020.

Cleaning Process:

The school provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The principal works with two full time custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

Maintenance & Repair

A scheduled maintenance program is administered by the school's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the district to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received. At the time of publication, 100% of the school's restrooms were in working order.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: August 2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Room 3- Ceiling Tiles Need Replaced. Paint Sink Cabinet Room 8- Stained Ceiling Tiles. Baseboard Needs Repair Room 13- Door Needs Weather Stripping. Cracked Floor Tile. Room 21- Need Paint on Walls Room 28- Torn Tack Board Room 32- Damaged Vinyl Tack Board on East Wall Work orders submitted to the district maintenance department.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Library- Bulbs Out Work order submitted to the district maintenance department.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Girls RR by Room 9- Replace Light Boys RR by Room 9- Need Paint and Wall Patch Work orders submitted to the district maintenance department.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	Room 1- Ceiling Tiles Need Replaced Room 2- Ceiling Tiles Need Replaced. Room 3- Ceiling Tiles Need Replaced. Paint Sink Cabinet Room 6- Ceiling Tiles Room 7- Ceiling Tiles Need Replaced Work orders submitted to the district maintenance department.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Library- Key Gets Stuck Room 13- Door Needs Weather Stripping. Cracked Floor Tile. Room 16- Door Needs Weather Stripping. Room 17- Door Needs Weather Stripping. Window Glazing Peeling. Room 19- Broken Window Latch Work orders submitted to the district maintenance department.
Overall Rating	Good	The action to be taken: Our custodian will submit work orders to the district maintenance department.

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	34	N/A	44	N/A	50	N/A
Math	26	N/A	28	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	20	N/A	20	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2020-21)

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, English Learner Advisory Committee, and the Parent Institute for Quality Education (PIQE) program. 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 State priority: School Climate (Priority 6):

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

School Safety Plan (School Year 2020-2021)

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. Fencing surrounds the entire campus. Entrance into the campus during school hours can only be done through the school office. All visitors must sign in at the principal's office and scan their IDs through the Raptor System to be on campus. Visitors are required to display their pass at all times.

The School Site Safety Plan was most recently revised in Fall 2020 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. Students in all grade levels have access to the internet and iPads for learning. An internet filter, staff supervision, and the Common Sense digital citizenship program equip students with tools to be safe while using technology. The school implements the PBIS (Positive Behavior Intervention Program) to teach students correct ways to conduct themselves in a variety of areas of the classroom and school campus. Students are recognized and rewarded for their positive behaviors.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.8	0.6	4.9	5.0	3.5	3.5
Expulsions	0.0	0.0	0.5	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.0	3.3	
Expulsions	0.0	0.2	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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 Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	21	1	5		19	3	3	5	25			
1	22		4		25		4		27		3	
2	25		4		21	1	3		23	4		
3	23		4		27		4		27		3	
4	33			3	29		3		36			3
5	29		4		32		1	2	33		2	1
Other**									10	1		

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

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, veteran teachers evaluated every third year or as needed.

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 work in a Professional Learning Committee to build teaching skills and concepts through participating in professional development that focus on improving instruction and assessment. Teacher collaboration time is utilized during common prep and during early release Wednesdays.

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, instruction, and assessments. School-wide focus will include aligning instruction with CC shifts, Motivating & Inspiring Students, Illuminate, Instructional Rounds and meeting Progress Adviser instructional goals. PUSD is currently

transitioning and fostering change in the areas of Common Core, one to one technology and Linked Learning.

For additional support in their profession, teachers may enlist the services of the district’s Teacher Induction Program (TIP) facilitator and/or the IMPACT program.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$53,841	\$52,484
Mid-Range Teacher Salary	\$81,323	\$81,939
Highest Teacher Salary	\$105,019	\$102,383
Average Principal Salary (ES)	\$163,680	\$129,392
Average Principal Salary (MS)	\$169,256	\$136,831
Average Principal Salary (HS)	\$177,625	\$147,493
Superintendent Salary	\$245,873	\$254,706

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30.0	34.0
Administrative Salaries	4.0	5.0

* 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 IV Student Support & Academic Enrichment

Title VI— Indian, Native Hawaiian, and Alaska Native Education

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

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.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,566	\$1,026	\$4,539	\$68,271
District	N/A	N/A	\$6,336	\$83,039
State	N/A	N/A	\$7,750	\$84,577

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-33.0	-19.5
School Site/ State	-52.3	-21.3

Note: Cells with N/A values do not require data.