

Vandalia Elementary School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



**Vandalia
Elementary**
VIKINGS

General Information about the School Accountability Report Card (SARC)

SARC Overview



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 web page 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.

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.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2025-26 School Contact Information

School Name	Vandalia Elementary School
Street	271 East College Avenue
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 782-7260
Principal	Laura Vera
Email Address	lvera@portervilleschools.org
School Website	vandalia.portervilleschools.org
Grade Span	K-5
County-District-School (CDS) Code	54-75523-6054282

2025-26 District Contact Information

District Name	Porterville Unified School District
Phone Number	(559) 793-2400
Superintendent	Nate Nelson, Ed.D.
Email Address	nlnelson@portervilleschools.org
District Website	portervilleschools.org

2025-26 School Description and Mission Statement

We are proud to present the School Accountability Report Card for Vandalia Elementary, home of the Vikings, as we approach our centennial in 2025. Our school champions a legacy of educational excellence, where perseverance is recognized as a key determinant of future success. Our staff, students, and families actively collaborate to nurture significant academic and personal growth, embracing challenges as opportunities to learn and improve.

The commitment of our teachers and staff to fostering strong community relationships is evident in our partnership with parents, who play a crucial role in supporting their children's education. As principal, I am excited to continue fostering these partnerships, enhancing educational outcomes for all students.

2025-26 School Description and Mission Statement

As we near a century of service, Vandalia Elementary remains dedicated to providing a dynamic and effective educational experience, preparing our students to be resilient and productive global citizens.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	80
Grade 2	93
Grade 3	87
Grade 4	93
Grade 5	93
Total Enrollment	556

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.4
Male	51.6
American Indian or Alaska Native	15.6
Asian	1.1
Filipino	0.5
Hispanic or Latino	73
Native Hawaiian or Pacific Islander	0.7
Two or More Races	1.8
White	6.3
English Learners	29
Foster Youth	2
Homeless	2.9
Migrant	9.9
Socioeconomically Disadvantaged	97.3
Students with Disabilities	8.8

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.

2021-22 Teacher Preparation and Placement

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)	23.5	94.96	523	79.83	234405.2	84
Intern Credential Holders Properly Assigned	1	4.04	28.2	4.32	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	31.6	4.83	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	43.5	6.64	11953.1	4.28
Unknown/Incomplete/NA	0.2	0.97	28.7	4.38	15831.9	5.67
Total Teaching Positions	24.7	100	655.2	100	279044.8	100

Note: The data in this table 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

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)	19	84.71	483.2	77.28	231142.4	83.24
Intern Credential Holders Properly Assigned	2	8.91	33.9	5.42	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	4.46	43.5	6.97	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	47.4	7.59	11746.9	4.23
Unknown/Incomplete/NA	0.4	1.87	17.1	2.73	14303.8	5.15
Total Teaching Positions	22.4	100	625.3	100	277698	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

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)	18.1	82.17	486.9	78.02	230039.4	100
Intern Credential Holders Properly Assigned	3.1	14.3	40.4	6.49	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.6	2.71	26.8	4.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	0.72	50.9	8.16	12112.8	4.34
Unknown/Incomplete/NA	0	0	18.9	3.03	13705.8	4.91
Total Teaching Positions	22.1	100	624.1	100	278927.1	100

Note: The data in this table is based on 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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	1	0.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	0.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	0.1
Total Out-of-Field Teachers	0.00	0	0.1

Class Assignments

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	3	12.9
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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 28, 2025 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 regarding textbooks in use during the 2024-2025 school year.

Year and month in which the data were collected	August 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders/Adopted 2016	0.0%
Mathematics	McGraw Hill My Math/Adopted 2015	0.0%
Science	McGraw Hill, Inspire Science/Adopted 2022	0.0%
History-Social Science	McGraw Hill, CA IMPACT/Adopted 2022	0.0%

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

School Facility Conditions and Planned Improvements

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 December 2023.

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

School Facility Conditions and Planned Improvements

immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

Year and month of the most recent FIT report

July 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		<ul style="list-style-type: none"> • Ceiling damage: Rm 1, KA, 13, 26, 32, 34, kinder, cafeteria • Wall damage: Rm 1, 2, 3, 4, KA, resource, 6, 7, library, 13, 15, 16, 17, 20, 24, 25, 26, 28, 30, 32, 34, 35, kinder • Door damage: Rm 6 • Floor damage: Rm 13, 14, 17, 20, 21 • Baseboard damage: Rm • Light cover damage: Rm 4, cafeteria • Counter damage: Rm 14 • Tackboard damage: Rm 32 <p>Damaged and worn interior surfaces such as flooring, ceiling tiles, or wall finishes will be repaired or replaced as needed. Painting, patching, or refinishing work is scheduled promptly to restore classroom and office spaces to safe and functional condition.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			<ul style="list-style-type: none"> • Lights: Resource • Wires unsecured: Rm 3, resource, 7, 35 • Cover Plate: Rm 2, 3 <p>Identified electrical deficiencies will be repaired or replaced by district maintenance personnel or licensed electricians. All corrective work ensures compliance with electrical safety codes and uninterrupted classroom operation.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<ul style="list-style-type: none"> • Tile damage: Boys RR W • Wall damage: Girls RR W, Girls & Boys RR 5 • Dryer damage: Girls & Boys RR new <p>Corrective action is taken to restore full functionality of restrooms, sinks and fountains. Repairs will include replacement of parts as needed to maintain accessibility and sanitation, as well as repair to structural or other needed items within the room.</p>
Safety: Fire Safety, Hazardous Materials	X			<ul style="list-style-type: none"> • Chemicals unsecured: Rm 12

School Facility Conditions and Planned Improvements

				Any safety hazards identified through inspections — including improper storage of hazardous materials — are corrected promptly.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

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 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).

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 ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	36	42	41	42	47	48
Mathematics (grades 3-8 and 11)	33	35	27	28	35	37

2024-25 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	265	97.79	2.21	41.51
Female	139	136	97.84	2.16	48.53
Male	132	129	97.73	2.27	34.11
American Indian or Alaska Native	47	47	100.00	0.00	31.91
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	189	183	96.83	3.17	43.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--

White	21	21	100.00	0.00	38.10
English Learners	63	57	90.48	9.52	29.82
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	235	229	97.45	2.55	41.48
Students Receiving Migrant Education Services	25	23	92.00	8.00	30.43
Students with Disabilities	23	23	100.00	0.00	8.70

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	271	271	100.00	0.00	34.69
Female	139	139	100.00	0.00	33.81
Male	132	132	100.00	0.00	35.61
American Indian or Alaska Native	47	47	100.00	0.00	29.79
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	189	189	100.00	0.00	34.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	21	100.00	0.00	42.86
English Learners	63	63	100.00	0.00	23.81
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--

Socioeconomically Disadvantaged	235	235	100.00	0.00	33.19
Students Receiving Migrant Education Services	25	25	100.00	0.00	36.00
Students with Disabilities	23	23	100.00	0.00	4.35

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	9.9	12.37	19.3	21.87	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	97	97	100.00	0.00	12.37
Female	52	52	100.00	0.00	13.46
Male	45	45	100.00	0.00	11.11
American Indian or Alaska Native	19	19	100.00	0.00	5.26
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	62	62	100.00	0.00	11.29
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	85	85	100.00	0.00	10.59
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

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 area of physical education.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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	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
Grade 5	100%	71%	100%	100%	100%

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 regarding the school district and at each school site.

2025-26 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, English Learner Advisory Committee, and the Title 6 Parent Committee. Also, parents are encouraged to volunteer at school by attending parent meetings, campus events, or assisting in their child's classroom. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

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.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	596	589	168	28.5
Female	282	280	80	28.6
Male	314	309	88	28.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	88	88	41	46.6
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	437	431	103	23.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	11	3	27.3
White	40	39	14	35.9
English Learners	184	181	34	18.8
Foster Youth	13	13	5	38.5
Homeless	23	23	9	39.1
Socioeconomically Disadvantaged	579	573	165	28.8
Students Receiving Migrant Education Services	59	59	11	18.6
Students with Disabilities	64	63	22	34.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.32	0.85	1.34	2.26	2.01	2.41	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.16	0.28	0.33	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.34	0.00
Female	0.00	0.00
Male	2.55	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	2.27	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.92	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.00	0.00
English Learners	1.09	0.00
Foster Youth	7.69	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.21	0.00
Students Receiving Migrant Education Services	1.69	0.00
Students with Disabilities	3.13	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 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. 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. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

The School Site Safety Plan was most recently revised and approved by our School Site Council on January 12, 2026 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.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	2	4	0
1	21	1	3	0
2	28	0	3	0
3	20	1	4	0
4	30	1	1	1
5	28	1	9	0
6	0	0	0	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26	0	3	0
1	27	0	3	0
2	26	0	3	0
3	23	1	3	0
4	32	0	9	0
5	30	1	3	3
6	0	0	0	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
TK			1	
K	29		3	
1	27		3	
2	30		3	
3	28		3	
4	31		9	
5	28		10	
Other	6	1		

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	0.6
Social Worker	.2
Nurse	0.3
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	1
Other	2

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,705	\$2,123	\$6,582	\$103,866
District	N/A	N/A	\$8,015	\$106,899
Percent Difference - School Site and District	N/A	N/A	-19.6	-2.9
State	N/A	N/A	\$11,146	\$103,743
Percent Difference - School Site and State	N/A	N/A	-51.5	0.1

Fiscal Year 2024-25 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— American Indian, Native Hawaiian, and Alaska Native Education

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$67,408	\$62,783
Mid-Range Teacher Salary	\$101,816	\$97,783
Highest Teacher Salary	\$131,482	\$128,020
Average Principal Salary (Elementary)	\$206,509	\$160,224
Average Principal Salary (Middle)	\$210,148	\$166,992
Average Principal Salary (High)	\$225,139	\$180,971
Superintendent Salary	\$331,044	\$313,465
Percent of Budget for Teacher Salaries	24%	30.05%
Percent of Budget for Administrative Salaries	3.89%	5%

Professional Development

A robust evaluation process is essential for maintaining high-quality instruction and aligns with both state evaluation criteria and district policies. At our school, evaluations aim to foster shared goals among educators and include formal observations. Temporary and probationary teachers undergo annual evaluations, tenured teachers are evaluated biennially, and veteran teachers every third year or as necessary.

Evaluations are carried out by site administrators who are thoroughly trained and certified, ensuring they meet the competencies required for effective teacher assessments. The evaluation criteria cover several key areas:

- 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
- Professional development as educators

Our staff participates in a Professional Learning Community, enhancing teaching skills and knowledge through ongoing professional development focused on instructional and assessment improvements. Teacher collaboration is facilitated during common prep times and early release Wednesdays, providing various opportunities for professional growth in curriculum, instruction, and assessment strategies.

Supporting our commitment to continuous professional development, the district has implemented a strategic plan that addresses the diverse growth needs of our educators. The site-specific professional development calendar is crafted based on teacher feedback, pinpointing areas for enhancement. Additionally, teachers seeking further professional support can access the district's Teacher Induction Program (TIP) and the IMPACT program, which offer additional resources and guidance.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	3