Roche Avenue Elementary School

388 North Roche Street • Porterville, CA 93257 • (559) 782-7250 • Grades K-6
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2015-16 School Accountability Report Card
Published During the 2016-17 School Year

Porterville Unified School District

600 West Grand Avenue
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Business Services**

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

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

Principal's Message

Welcome to Roche Avenue Elementary School! We are committed to maintaining a safe, nurturing and challenging educational environment. We support and actively promote the intellectual, social, emotional and physical growth development of every student. Our school provides comprehensive curriculum based instruction, supporting every student with their goal of achieving academic excellence. We are a professional learning community committed to the implementation of research based instructional strategies optimizing the learning process for all our students.

Along with academic excellence, it is equally important to develop and instill positive character traits in our students. Academic excellence and good character are essential for success. Our school is a place where parents, staff, students, community members, and administrators work together as a team to ensure the best possible education for all of our students.

We look forward to working with you, as we make your child's education and safety our primary priority. If you have any questions, concerns, or suggestions please feel free to visit or call our school. I look forward to meeting you and answering any questions you might have regarding Roche Avenue School.

School Mission Statement

The community of Roche Avenue School will work together to ensure that all students will master grade level standards and achieve academic excellence through high expectations with a singular focus on learning.

Community & School Profile

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

Roche Avenue School serves students in grades kindergarten through six on a traditional calendar schedule. Curriculum is based on improving literacy, Language Arts and mathematics competency, with special emphasis placed on cultural awareness. Diverse literature selections and various cultural observances promote a climate of tolerance and acceptance among students and faculty.

During the 2016-2017 school year, 392 students were enrolled at the school. Student demographics are displayed in the chart.

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	51
Grade 1	48
Grade 2	46
Grade 3	68
Grade 4	62
Grade 5	52
Grade 6	55
Total Enrollment	382

2015-16 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	2.9
American Indian or Alaska Native	0
Asian	1.3
Filipino	0.5
Hispanic or Latino	79.3
Native Hawaiian or Pacific Islander	0
White	14.1
Two or More Races	1.6
Socioeconomically Disadvantaged	91.9
English Learners	36.4
Students with Disabilities	2.9
Foster Youth	0.8

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			
Roche Avenue Elementary School	**14-15**	**15-16**	**16-17**
With Full Credential	18	19	17
Without Full Credential	0	0	2
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			
Roche Avenue Elementary	**14-15**	**15-16**	**16-17**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. 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	100.0	0.0
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 August 25, 2016 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 2016-2017 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	McGraw Hill Wonders McGraw Hill Wonder Works (Tier 2 and 3 Intervention) Adopted 2016 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	McGraw Hill (My Math) Adopted 2015 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Glencoe Adopted 2006 Harcourt Adopted 2001 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Houghton Mifflin Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
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)

Roche Avenue School was originally constructed in 1919 and modernized in the early 1990s. A kindergarten facility was added to the campus in 2003. During winter 2007, new Kindergarten playground equipment was installed and sidewalks were added between the playground and classrooms in order to increase handicap accessibility. Construction of two new classrooms with attached student bathrooms were just completed in 2014. Additional playground equipment was installed in 2014 as well, which includes a rock climbing wall.

The campus is currently comprised of 19 classrooms (including portables), a resource room/staff lounge, a library, one computer lab, one reading lab, a cafeteria, one playground, and the main office. The chart displays the results of the most recent school facilities inspection, provided by the district on July 8, 2016. The Category and Ranking Totals received are indicated by a "Good" rating of 97.04%. Most of the structural issues that are in question are from missing ceiling tiles and water damage to existing ceiling tiles. A work order has been generated to replace all damaged or missing ceiling tiles.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 07/08/2016				
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		This rating is due to ceiling tiles that need replacing. Work order has been generated.
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			
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	17	28	30	37	44	48
Math	14	22	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	25	13	10	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	3.9	39.2	25.5

* 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	51	49	96.1	10.2
Male	28	26	92.9	3.9
Female	23	23	100.0	17.4
Hispanic or Latino	38	38	100.0	10.5
Socioeconomically Disadvantaged	49	47	95.9	10.6
English Learners	14	14	100.0	

* 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	66	62	93.9	35.5
	4	67	66	98.5	34.9
	5	50	50	100.0	20.0
	6	55	54	98.2	18.5
Male	3	32	29	90.6	34.5
	4	30	29	96.7	17.2
	5	27	27	100.0	14.8
	6	26	25	96.2	4.0
Female	3	34	33	97.1	36.4
	4	37	37	100.0	48.6
	5	23	23	100.0	26.1
	6	29	29	100.0	31.0
Hispanic or Latino	3	50	47	94.0	29.8
	4	58	57	98.3	36.8
	5	38	38	100.0	23.7
	6	45	44	97.8	15.9
Socioeconomically Disadvantaged	3	62	59	95.2	32.2
	4	62	62	100.0	35.5
	5	48	48	100.0	20.8
	6	48	47	97.9	19.1
English Learners	3	21	20	95.2	15.0
	4	15	15	100.0	20.0
	5	14	14	100.0	7.1

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.

		Number of Students		Percent of Students	
Student Group	Grade	Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	66	63	95.5	48.4
	4	67	67	100.0	17.9
	5	50	50	100.0	2.0
	6	55	55	100.0	13.2
Male	3	32	31	96.9	51.6
	4	30	30	100.0	3.3
	5	27	27	100.0	3.7
	6	26	26	100.0	4.0
Female	3	34	32	94.1	45.2
	4	37	37	100.0	29.7
	5	23	23	100.0	
	6	29	29	100.0	21.4
Hispanic or Latino	3	50	48	96.0	40.4
	4	58	58	100.0	19.0
	5	38	38	100.0	2.6
	6	45	45	100.0	11.4
Socioeconomically Disadvantaged	3	62	60	96.8	47.5
	4	62	62	100.0	17.7
	5	48	48	100.0	2.1
	6	48	48	100.0	13.0
English Learners	3	21	21	100.0	15.0
	4	15	15	100.0	
	5	14	14	100.0	

The table title spans above: **School Year 2015-16 CAASPP Assessment Results - Mathematics / Disaggregated by Student Groups, Grades Three through Eight and Eleven**

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)

Parent & Community Involvement
Parents and the community are very supportive of the educational programs in our district. The School Site Council plays an active role in the community and at each school site through fundraising and special activities. In addition to chaperoning field trips and volunteering in the classroom, Roche Avenue School has established programs for parents and grandparents to volunteer their time for after-school activities. Parents of our English Learner students are also invited to participate in our English Learner Advisory Committee, (ELAC). Parenting Partners, Family Fun Nights, Roche Avenue Annual Harvest Festival, Open House and our Book Fair are special evening events that the whole family enjoys.

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) 782-7250. 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 our students and staff are primary concerns at Roche Avenue Elementary School. Supervising our students on campus before and after school, during recesses and in our classrooms is a team responsibility. Teachers, supervisory and support staff, along with our administrators enforce a zero tolerance for bullying. Positive Behavioral Interventions and Supports (P.B.I.S.) structures a strong platform for behavioral expectations. Our HERO Card (Honorable, Engaged, Respectful and Outstanding) incentive program promotes consistent reminders to follow those expectations. Bright yellow vests identify our yard and campus supervisors. All visitors must sign in at the principal's office and receive proper authorization to be on school grounds. Visitors are asked by the school site staff 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 for volunteer fingerprinting.

The School Site Safety Plan was most recently revised in fall 2014 by the Safety Committee. 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, and earthquake and lock down drills are held twice a year. Active Shooter Training is provided for our entire school staff by the Porterville Police Department.

Anti- bullying and Gender Equity in-services are held with our staff and students twice a year in a comprehensive effort to provide the latest information to help keep our school safe.

Suspensions and Expulsions			
School	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.2	10.1	7.0
Expulsions Rate	8.5	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	Not in PI	In PI
First Year of Program Improvement		2006-2007
Year in Program Improvement		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)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
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	26	26				2	2	2			
1	28	26	26				2	2	2			
2	30	26	26				2	2	2			
3	30	25	25				2	3	3			
4	26	26	26				2	2	2			
5	26	28	28				2	2	2			
6	33	31	31					2	2	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 instructional concepts through participation in conferences and workshops throughout the year. Roche Avenue teachers and support staff work closely with Tulare County Office of Education to ensure a comprehensive implementation of the California Content Standards and C.C.S.S. Instructional Shifts through on and off site professional development opportunities.

This 2016-2017 academic year, teachers will attend additional professional development on seven minimum days. The focus of the training will be centered around English Language Arts, mathematics and English Language Development. For the past several years, the district has offered two staff development days annually. 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 those techniques each year. Kagan strategies are regularly implemented in the classroom and revisited during weekly staff meetings.

Porterville Unified School District provides, for our Roche Avenue teaching and support staff, one on site Instructional Coach in a full time capacity.

For additional support in their profession, newly assigned teachers may enlist the services of Tulare County Office of Education- Teacher Induction Program (T.I.P.S.) or Tulare County Office of Education Impact Program 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/.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$5,973	$1,089	$4,884	$69,736
District	♦	♦	$6,336	$75,802
State	♦	♦	$5,677	$74,216
Percent Difference: School Site/District			-22.9	-0.8
Percent Difference: School Site/ State			4.1	0.5

* Cells with ♦ do not require data.

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.