Roche Avenue Elementary School

388 North Roche Street • Porterville, CA 93257 • (559) 782-7250 • Grades K-6
Kellie Kroutil, Principal
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Porterville Unified School District
600 West Grand Avenue
Porterville, CA 93257
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District Governing Board

Donna Berry

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Juan Figueroa, Jr.

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District Administration

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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

Dear Roche Avenue Elementary Families,

Our staff and I would like to take this opportunity to welcome you to Roche Avenue Elementary School. Parents are our students' first teachers and the most important link to their success. We want to develop a close partnership with you so that your child will have the best possible educational experience. Together we can support your child's success as a scholar.

We are committed to maintaining a safe, nurturing and challenging educational environment that supports and promotes the intellectual, social, emotional and physical growth development of every student. Along with academic excellence, it is equally important to develop and instill positive character traits in our students. We are committed to reinforcing positive behavior with our students and recognize students daily for being Roche Avenue HEROES.

We look forward to working with you, as we make your child's education and safety our highest priorities. If you have any questions, concerns, or suggestions, please visit our school. It would be my pleasure to meet with you.

Kellie Kroutil

Roche Avenue Elementary, Principal

School Mission Statement

The community of Roche Avenue School strives to ensure that all students will master grade level standards, achieve academic excellence, and acquire a broad base of knowledge to ensure success in life.

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 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.

Roche Avenue School serves students in grades kindergarten through sixth 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 2018-2019 school year, 355 students were enrolled at the school.

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or 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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	47
Grade 1	50
Grade 2	49
Grade 3	50
Grade 4	49
Grade 5	55
Grade 6	58
Total Enrollment	358

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.6
Asian	1.1
Filipino	0.6
Hispanic or Latino	83.8
White	11.5
Two or More Races	0.3
Socioeconomically Disadvantaged	93.9
English Learners	37.4
Students with Disabilities	4.7
Foster Youth	0.6

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 Roche Avenue	17-18	18-19	19-20
With Full Credential	17	17	17
Without Full Credential	2	1	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Porterville Unified	17-18	18-19	19-20
With Full Credential	♦	♦	584
Without Full Credential	♦	♦	64
Teaching Outside Subject Area of Competence	♦	♦	17

Teacher Misassignments and Vacant Teacher Positions at Roche Avenue Elementary School

Indicator	17-18	18-19	19-20
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 2019-20)

Porterville Unified School District held a Public Hearing on September 12, 2019 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 2019-2020 school year.

Textbooks and Instructional Materials
Year and month in which data were collected: August 2019

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%
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)

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. A new kindergarten playground structure was added in 2019.

The campus is currently comprised of 19 classrooms (including portables), a resource room/staff lounge, a library, 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 2019. The Category and Ranking Totals received are indicated by a "Good" rating of 98.27%. Most of the structural issues that are in question are from chipping paint on one door frame, a few discolored ceiling tiles and weather stripping missing on one door. A work order has been generated to replace all damaged or missing ceiling tiles, repair painted areas and install weather stripping.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: July 2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	floor tiles are cracked in room 10 (work order for repair)
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Ballast out on light in room 2 (work order for repair)
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	ceiling tiles need to be replaced in rooms 6, 10, and 12 (work order for repair)
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Good**	

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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	42	37	44	44	50	50
Math	31	27	27	28	38	39

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 Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	18.2	23.6	29.1

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	214	213	99.53	36.62
Male	104	103	99.04	32.04
Female	110	110	100.00	40.91
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	177	176	99.44	32.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00	45.45
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	199	198	99.50	34.34
English Learners	105	104	99.05	35.58
Students with Disabilities	15	15	100.00	6.67
Students Receiving Migrant Education Services	16	16	100.00	43.75
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: 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.

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.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	214	214	100.00	26.64
Male	104	104	100.00	29.81
Female	110	110	100.00	23.64
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	177	177	100.00	24.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	22	22	100.00	22.73
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	199	199	100.00	24.62
English Learners	105	105	100.00	25.71
Students with Disabilities	15	15	100.00	0.00
Students Receiving Migrant Education Services	16	16	100.00	50.00
Foster Youth	--	--	--	--
Homeless	--	--	--	--

Note: 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.

Note: 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.

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.

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 2019-20)
Parent & Community Involvement

Parents are elected to our School Site Council (SSC) and English Learner Advisory Committee (ELAC) where they participate in needs assessments and decision making to improve the education of our students. Parents play an active role in the community and at the school site by assisting with special activities, fundraising and attending parent education/information meetings such as Back to School Night, Fall Festival, Coffee with the Principal, Open House, parent conferences, themed Family Fun Nights, and Book Fairs. Parents are encouraged to help in the classrooms, with school activities, and field trips.

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. 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. Roche Avenue Elementary's website, www.roche.portervilleschools.org, contains our school calendar where events and opportunities for parental involvement are listed.

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
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. Our campus is completely fenced and locked for student and staff safety during the school day. 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 meet those expectations. Bright yellow vests identify our yard and campus supervisors. All visitors must sign in at the front 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 reviewed in Fall 2019 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.

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	2.8	2.4	2.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.4	4.9	5.0
Expulsions Rate	0.3	0.5	0.2

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	.20
Social Worker	.20
Nurse	.20
Speech/Language/Hearing Specialist	.20
Resource Specialist (non-teaching)	1.0
Other	2.0

* 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	26		2		25		2		24		2	
1	25		2		21	1	1		25		2	
2	23		2		24		2		25		2	
3	20	3			24		2		25		2	
4	32		2		30		2		25		2	
5	32		2		31		2		28		2	
6	26		2		31		2		29		2	
Other**												

*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 provided for Teachers

Measure	2017-18	2018-19	2019-20
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.

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.

During the 2019-2020 academic year, teachers will attend additional professional development during our Early Release Wednesdays. The focus of the training will be centered around English Language Arts, mathematics and English Language Development, PBIS, STEAM, and analytical writing. Currently Roche Avenue staff members are in the process of implementing the Professional Learning Communities methodology of approaching student learning.

Porterville Unified School District provides, for our Roche Avenue teaching and support staff, access to instructional coaches as needed/requested.

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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$52,400	$51,374
Mid-Range Teacher Salary	$79,147	$80,151
Highest Teacher Salary	$102,208	$100,143
Average Principal Salary (ES)	$160,646	$126,896
Average Principal Salary (MS)	$163,100	$133,668
Average Principal Salary (HS)	$176,811	$143,746
Superintendent Salary	$239,293	$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$5,973	$1,089	$4,884	$69,736
District	N/A	N/A	$6,336	$82,921.00
State	N/A	N/A	$7,506.64	$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-22.9	-0.8
School Site/ State	4.1	0.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

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).

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.