

# Roche Avenue Elementary School

## 2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



### 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.

## 2022-23 School Contact Information

<b>School Name</b>	Roche Avenue Elementary School
<b>Street</b>	388 North Roche Street
<b>City, State, Zip</b>	Porterville, CA 93257
<b>Phone Number</b>	(559) 782-7250
<b>Principal</b>	Judie Bochat
<b>Email Address</b>	jbochat@portervilleschools.org
<b>School Website</b>	<a href="https://roche.portervilleschools.org/">https://roche.portervilleschools.org/</a>
<b>County-District-School (CDS) Code</b>	54-75523-6054274

## 2022-23 District Contact Information

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

## 2022-23 School Overview

### 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.

## 2022-23 School Overview

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.

On October 6, 2021 there were 334 enrolled at Roche Avenue Elementary School.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	53
Grade 1	39
Grade 2	53
Grade 3	48
Grade 4	49
Grade 5	41
Grade 6	51
<b>Total Enrollment</b>	<b>334</b>

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	49.1
American Indian or Alaska Native	0.6
Asian	0.9
Black or African American	2.1
Filipino	0.6
Hispanic or Latino	79.0
Native Hawaiian or Pacific Islander	0.0
Two or More Races	2.4
White	12.0
English Learners	35.3
Foster Youth	0.9
Homeless	3.0
Migrant	9.3
Socioeconomically Disadvantaged	93.4
Students with Disabilities	4.2

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	16.00	100.00	498.10	80.41	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	27.90	4.52	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	33.10	5.34	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	42.40	6.85	12115.80	4.41
<b>Unknown</b>	0.00	0.00	17.80	2.88	18854.30	6.86
<b>Total Teaching Positions</b>	16.00	100.00	619.40	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
<b>Total Out-of-Field Teachers</b>	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

## 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

## 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 26, 2021 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 2021-2022 school year.

<b>Year and month in which the data were collected</b>	August 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	McGraw Hill Wonders McGraw Hill Wonder Works (Tier 2 and 3 Intervention) Adopted 2016	Yes	0.0%
<b>Mathematics</b>	McGraw Hill (My Math) Adopted 2015	Yes	0.0%
<b>Science</b>	McGraw Hill, Inspire Science/Adopted 2022	Yes	0.0%
<b>History-Social Science</b>	McGraw Hill, CA IMPACT/Adopted 2022	Yes	0.0%
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

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 cafeteria, kindergarten playground, 1st-6th grade playground, and the main office. The chart displays the results of the most recent school facilities inspection, provided by the district on October 20, 2021. The Category and Ranking Totals received are indicated by a "Exemplary" rating of 99.00%.

### Cleaning Process:

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

### Maintenance & Repair

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

**Year and month of the most recent FIT report**

August 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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## School Facility Conditions and Planned Improvements

<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces			X	Chipped paint Staples in Walls Damaged Floor Tiles Wall Damage Old Clock hole in wall Floor Tiles cracked tear in carpet Kitchen NW corner above cabinets is water leak damage
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>		X		Cracked Fire Strobe - Data Wires on Floor light out -electrical wiring out close to ceiling - old clock mount exposed data technology cables old TV -VCR mount Insects in light fixture
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		Bad Flush Valve in West Toilet - Work Order submitted Fountain needs repair Water Fountain needs repair ( work order submitted ) loose water fountain uncapped laundry faucets Damaged Floor Tiles by Door - minor wall damage Loose Sink Faucet (work order in) - hole in wall - hole in tile under faucet adjust faucet - sink knob sticks (work order in) missing vent cover
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		X		check swing heights - cracks in asphalt - damaged basketball backboard and rim - missing 2 Nets missing exterior door number

**Overall Facility Rate**

Exemplary	Good	Fair	Poor
		X	

### 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).
4. **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.

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	27	N/A	40	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	22	N/A	23	N/A	33

## 2021-22 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 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	191	187	97.91	2.09	27.27
<b>Female</b>	97	96	98.97	1.03	26.04
<b>Male</b>	94	91	96.81	3.19	28.57
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	160	156	97.50	2.50	25.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	18	18	100.00	0.00	38.89
<b>English Learners</b>	64	61	95.31	4.69	8.20
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	181	177	97.79	2.21	25.99
<b>Students Receiving Migrant Education Services</b>	24	23	95.83	4.17	26.09
<b>Students with Disabilities</b>	15	15	100.00	0.00	6.67

## 2021-22 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 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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	191	189	98.95	1.05	22.22
<b>Female</b>	97	97	100.00	0.00	15.46
<b>Male</b>	94	92	97.87	2.13	29.35
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	160	158	98.75	1.25	20.89
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	18	18	100.00	0.00	22.22
<b>English Learners</b>	64	63	98.44	1.56	11.11
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	181	179	98.90	1.10	21.23
<b>Students Receiving Migrant Education Services</b>	24	24	100.00	0.00	33.33
<b>Students with Disabilities</b>	15	15	100.00	0.00	13.33

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	15.91	NT	17.02	28.5	29.47

## 2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	45	44	97.78	2.22	15.91
<b>Female</b>	25	25	100	0	20
<b>Male</b>	20	19	95	5	10.53
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	37	36	97.3	2.7	13.89
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	14	14	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	43	42	97.67	2.33	14.29
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	--	--	--	--	--

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required 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	26	26	27	27	27
Grade 7	NA	NA	NA	NA	NA
Grade 9	NA	NA	NA	NA	NA

## 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.

#### 2022-23 Opportunities for Parental Involvement

##### 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](http://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](http://www.roche.portervilleschools.org), contains our school calendar where events and opportunities for parental involvement are listed.

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	402	374	159	42.5
Female	205	193	85	44.0
Male	197	181	74	40.9
American Indian or Alaska Native	7	5	4	80.0
Asian	3	3	0	0.0
Black or African American	8	8	1	12.5
Filipino	2	2	1	50.0
Hispanic or Latino	317	296	122	41.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	11	9	7	77.8
White	45	42	18	42.9
English Learners	134	126	38	30.2
Foster Youth	6	4	3	75.0
Homeless	24	20	12	60.0
Socioeconomically Disadvantaged	377	353	152	43.1
Students Receiving Migrant Education Services	38	38	10	26.3
Students with Disabilities	27	25	10	40.0

### 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 and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.68	3.95	2.45
Expulsions	0.00	0.25	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.75	0.19	2.05	0.20	3.17
Expulsions	0.00	0.00	0.01	0.09	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.75	0.00
Female	0.00	0.00
Male	1.52	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.32	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	4.44	0.00
English Learners	0.75	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.80	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.41	0.00

## 2022-23 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 clearance sticker (from Raptor) 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 2021 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.

## 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.

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	28		2	
1	23		2	
2	26		2	
3	23		2	
4	28		2	
5	24		2	
6	33		1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	20	1	1	
1	22		2	
2	21		2	
3	25		2	
4	22		2	
5	26		2	
6	26		2	

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	27		2	
1	13	3		
2	18	1	2	
3	24		2	
4	25		2	
5	14	2	1	
6	9	5	2	

## 2021-22 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

## 2021-22 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.

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

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 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	\$8,959.00	\$1,313.41	\$7,645.59	\$99,188.18
District	N/A	N/A	\$3,120.68	\$87,181
Percent Difference - School Site and District	N/A	N/A	84.1%	12.9%
State	N/A	N/A	\$6,594	\$88,358
Percent Difference - School Site and State	N/A	N/A	14.8	-19.2

## 2021-22 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

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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
<b>Beginning Teacher Salary</b>	\$57,115	\$54,370
<b>Mid-Range Teacher Salary</b>	\$86,268	\$82,681
<b>Highest Teacher Salary</b>	\$111,404	\$106,610
<b>Average Principal Salary (Elementary)</b>	\$168,369	\$135,283
<b>Average Principal Salary (Middle)</b>	\$176,026	\$141,244
<b>Average Principal Salary (High)</b>	\$186,502	\$152,955
<b>Superintendent Salary</b>	\$256,208	\$264,367
<b>Percent of Budget for Teacher Salaries</b>	27%	33%
<b>Percent of Budget for Administrative Salaries</b>	4%	5%

## Professional Development

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 every other year, veteran teachers evaluated every third year or as needed.

Evaluations are conducted by site administrators, who have been trained and certified for competency to perform teacher evaluations. Evaluation criteria includes the following:

- Engaging and Supporting all Students in Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for all Students
- Developing as a Professional Educator

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

During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, instruction, and assessments. School-wide focus will include aligning instruction with CC shifts, Motivating & Inspiring Students, Illuminate, Instructional Rounds and meeting Progress Adviser instructional goals. PUSD is currently transitioning and fostering change in the areas of Common Core, one to one technology and Linked Learning.

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

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

Subject	2020-21	2021-22	2022-23
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	5