



John J. Doyle Elementary School

1045 East Orange Avenue • Porterville, CA 93257 • (559) 782-7140 • Grades K-6

Eric Ortega, Principal

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<http://doyle.portervilleschools.org/>

2017-18 School Accountability Report Card Published During the 2018-19 School Year



Porterville Unified School District

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District Governing Board

Jim Carson
Lillian Durbin
Juan Figueroa, Jr.
Sharon Gill
Pete Lara, Jr.
Felipe Martinez
Tomas Velasquez

District Administration

Nate Nelson, Ed.D.
Superintendent
Brad Rohrbach, Ed.D.
**Assistant Superintendent
Business Services**
Martha Stuemky, Ed.D.
**Assistant Superintendent
Instructional Services**
Andy Bukosky, Ed.D.
**Assistant Superintendent
Human Resources**

Principal's Message:

Welcome to the 2018-2019 school year! It is my pleasure to be the Principal at John J. Doyle elementary school. Our mission is to ensure 100% literacy for all our students. At Doyle, we stress 21st century principles. Students will create, collaborate, and communicate while thinking critically. Our staff is committed to providing a safe and positive school culture through our Panther PRIDE, PBIS system. We encourage our parents to become active participants in their children's education. Our staff collaborates to plan and implement rigorous and relevant lessons to prepare our students for their future. The road to college and career starts here!

School Vision:

Empowering our future leaders with the tools and knowledge necessary to excel in college, career, and life.

School Mission Statement

John J. Doyle Elementary is a safe, positive, and respectful community of 21st century learners. We will provide outstanding and equitable learning experiences, both individually and collectively.

Community & School Profile

Porterville, lying along the foothills of the Sierras, is located on State Highway 65, 165 miles north of Los Angeles, and 171 miles east of the Pacific Coast. Centrally located to major markets, the city has strategic access to major transportation routes. Porterville Unified School District serves over 14,000 students throughout the community, as well as the town of Strathmore. The district is comprised of ten elementary schools, three middle schools, four comprehensive high schools, one magnet academy, one continuation high school, and two alternative sites.

During the 2017-18 school year, 661 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 <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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	122
Grade 1	86
Grade 2	100
Grade 3	91
Grade 4	97
Grade 5	85
Grade 6	80
Total Enrollment	661

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.0
Asian	1.5
Filipino	0.3
Hispanic or Latino	91.5
Native Hawaiian or Pacific Islander	0.3
White	5.3
Socioeconomically Disadvantaged	96.7
English Learners	62.9
Students with Disabilities	3.6
Foster Youth	0.9

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			
John J. Doyle Elementary School	16-17	17-18	18-19
With Full Credential	28	29	24
Without Full Credential	2	2	6
Teaching Outside Subject Area of Competence	0	0	0
Porterville Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	567
Without Full Credential	♦	♦	74
Teaching Outside Subject Area of Competence	♦	♦	20

Teacher Misassignments and Vacant Teacher Positions at this School			
John J. Doyle Elementary School	16-17	17-18	18-19
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 2018-19)

Porterville Unified School District held a Public Hearing on September 13, 2018 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2018, regarding textbooks in use during the 2018-19 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	McGraw Hill 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)

Doyle School, originally constructed in 1941, is currently comprised of 26 classrooms (including portables), a library, one computer lab, one staff lounge, a multi-purpose room, one large playground, a basketball court, the main office, and a Child Care Center.

The most recent renovations to the campus occurred 2008-09 and included a new building which houses six new classrooms, four student restrooms, and two staff bathrooms. Rooms 10, 11, and 12 were also renovated in 2008-09 to include new flooring and paint. In addition, Rooms 7, 8, and 9 were newly constructed Spring 2015. The chart displays the results of the most recent school facilities inspection, provided by the county August 2018.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

School Facility Good Repair Status (Most Recent Year)		
Year and month in which data were collected: August 2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	36.0	44.0	39.0	44.0	48.0	50.0
Math	29.0	45.0	23.0	27.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	28.4	23.9	25.0

* 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.

**School Year 2017-18 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	362	355	98.07	43.66
Male	171	169	98.83	36.09
Female	191	186	97.38	50.54
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	332	325	97.89	42.77
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100.00	52.00
Socioeconomically Disadvantaged	343	337	98.25	43.92
English Learners	258	251	97.29	43.82
Students with Disabilities	19	17	89.47	11.76
Students Receiving Migrant Education Services	57	56	98.25	50.00
Foster Youth	--	--	--	--

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 2017-18 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	362	358	98.9	44.97
Male	171	168	98.25	47.62
Female	191	190	99.48	42.63
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	332	328	98.8	43.9
Native Hawaiian or Pacific Islander	--	--	--	--
White	25	25	100	56
Socioeconomically Disadvantaged	343	341	99.42	44.87
English Learners	258	255	98.84	46.67
Students with Disabilities	19	17	89.47	11.76
Students Receiving Migrant Education Services	57	56	98.25	46.43
Foster Youth	--	--	--	--

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 2018-19)

Parents and the community are very supportive of the educational programs at John J. Doyle Elementary. Parents are encouraged to attend our quarterly School Site Council, English Learner Advisory Committee, and Panther Talk meetings. Parent participation plays an active role through assistance of fundraising and special activities, including chaperoning field trips, school carnivals, school events, and volunteering in the classroom.

Contributions by the following community partners have added to the number of programs available at Doyle School: Porterville Education Foundation, Target Store, Wal-Mart Store and Distribution, Granite Hills High School, and private individuals.

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) 782-7140.

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 students and staff is a priority of John J. Doyle Elementary School. Administrators and teachers supervise students on campus before school, after school, and during recess. All visitors must sign in at the office and receive proper authorization to be on campus, a visitor's badge must be displayed at all times. For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments are made with the school secretary.

The School Site Safety Plan was most recently revised in August 2018 by the School 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, and lockdown drills are conducted throughout the school year.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	2.0	1.5	1.1
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	5.6	5.4	4.9
Expulsions Rate	0.3	0.3	0.5
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	.4
Social Worker	.2
Nurse	1
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	1
Other	6
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	22	24		2		5	4	5			
1	23	25	21	1		1	3	4	3			
2	23	24	24				4	4	4			
3	23	23	20			1	4	4	4			
4	30	29	32				3	3	2			1
5	32	31	28				3	3	3			
6	32	29	27				3	3	3			
Other	11			1								

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

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

The district has adjusted its daily schedule to allow for 36 early release Wednesdays for staff development. The leadership team as decided to focus on Small Group Reading Instruction and ELD as areas of focus. Staff meetings also provide for CAASPP training, ELPAC training, vertical alignment meetings, and days to review and modify pacing calendars if needed. In addition, staff members are encouraged and supported to take additional workshops offered throughout the year to build their instructional capacity to increase student achievement. Finally, Porterville Unified School District has partnered with a professional consultant to assist with additional professional development.

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

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,732	\$49,512
Mid-Range Teacher Salary	\$76,842	\$77,880
Highest Teacher Salary	\$99,231	\$96,387
Average Principal Salary (ES)	\$152,356	\$123,139
Average Principal Salary (MS)	\$154,641	\$129,919
Average Principal Salary (HS)	\$167,189	\$140,111
Superintendent Salary	\$232,323	\$238,324
Percent of District Budget		
Teacher Salaries	30.0	36.0
Administrative Salaries	4.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,949	\$1,410	\$4,539	\$67,877
District	◆	◆	\$6,336	\$80,024
State	◆	◆	\$7,125	\$79,665
Percent Difference: School Site/District			-28.4	-3.5
Percent Difference: School Site/ State			-3.2	-2.1

* Cells with ◆ 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 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.