



Bartlett Middle School

335 North G Street • Porterville, CA 93257 • (559) 782-7100 • Grades 7-8

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

2015-16 School Accountability Report Card Published During the 2016-17 School Year



Porterville Unified School District

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District Governing Board

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Superintendent
Nate Nelson

Assistant Superintendent Business Services

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

Andrew Bukosky
**Assistant Superintendent
Human Resources**

Principal's Message

Bartlett Middle School is an exciting and energetic campus. The focus of our school community is student achievement and participation. With this in mind, Bartlett staff has developed an academic culture where success and improvement are valued. The campus leadership has developed a plan that encourages innovation and experimentation based on school reform research, which blends solid curricular and instructional improvement with necessary motivational and engagement strategies. The staff clearly looks forward to the further development of standards based instruction through the use of Common Core State Standards (CCSS) and project based learning.

For the 2015-16 school year, Bartlett Middle School used a modified block schedule focused on standards-driven instruction in all academic areas. All staff is committed to providing a welcoming atmosphere and strategic learning opportunities for all students. Regular student activities, integrated curriculum, and school/home communication are the strengths of our middle school.

Bartlett Middle School is dedicated to the promotion of excellence in achieving standards in a climate of integrity, positive human relations, and respect for our society.

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 more than 14,500 students throughout the community, as well as the community 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.

Bartlett Middle School serves students in grades seven and eight on a traditional calendar schedule. Curriculum is based on improving literacy and mathematical comprehension, 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 2015-2016 school year, 505 students were enrolled at the school. Student demographics are displayed in the chart.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	254
Grade 8	248
Total Enrollment	502

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.6
Asian	1.4
Filipino	0.4
Hispanic or Latino	87.1
Native Hawaiian or Pacific Islander	0.6
White	7.6
Two or More Races	0.6
Socioeconomically Disadvantaged	94.6
English Learners	22.9
Students with Disabilities	5.4
Foster Youth	1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Bartlett Middle School	14-15	15-16	16-17
With Full Credential	26	26	20
Without Full Credential	0	2	5
Teaching Outside Subject Area of Competence	2	3	1
Porterville Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	585
Without Full Credential	♦	♦	59
Teaching Outside Subject Area of Competence	♦	♦	19

Teacher Misassignments and Vacant Teacher Positions at this School			
Bartlett Middle School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	89.1	10.9
Districtwide		
All Schools	94.0	6.0
High-Poverty Schools	94.0	6.0
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Porterville Unified School District held a Public Hearing on September 10, 2015 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 2015, regarding textbooks in use during the 2015-16 school year.

Textbooks and Instructional Materials Year and month in which data were collected: August 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McDougal Littell Adopted 2003</p> <p>Wright Group Adopted 2003</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>Big Ideas MATH Course 2, Course 3 and Accelerated Course 2 Adopted 2016</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>Glencoe Adopted 2001</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>McDougal Littell Adopted 2007</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Foreign Language	<p>Percent of students lacking their own assigned textbook: 0.0%</p>
Health	<p>MacMillan/McGraw Hill Adopted 2006</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

School Facility Conditions and Planned Improvements (Most Recent Year)

Bartlett Middle School, originally constructed in 1938, is currently comprised of 26 classrooms (including portables), a band room, a shop, a music room, a library, one computer lab, one staff room, one multipurpose room, one athletic field, and the main office. In 1997, the main office and restrooms were fully remodeled and the multi-purpose room was constructed.

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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: August 30, 2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	18	20	30	37	44	48
Math	13	10	20	21	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	36	42	46	42	37	40	60	56	54

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	19.2	22.7	20

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	244	240	98.4	46.3
Male	122	121	99.2	52.9
Female	122	119	97.5	39.5
Hispanic or Latino	207	204	98.6	45.1
White	24	23	95.8	43.5
Socioeconomically Disadvantaged	226	222	98.2	43.7
English Learners	26	26	100.0	7.7
Students Receiving Migrant Education Services	21	21	100.0	52.4

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	264	259	98.1	19.3
	8	244	239	98.0	21.0
Male	7	134	133	99.3	13.5
	8	122	120	98.4	18.3
Female	7	130	126	96.9	25.4
	8	122	119	97.5	23.7
Hispanic or Latino	7	231	227	98.3	18.5
	8	207	204	98.5	20.7
White	7	18	17	94.4	23.5
	8	24	23	95.8	26.1
Socioeconomically Disadvantaged	7	247	242	98.0	18.6
	8	226	221	97.8	19.6
English Learners	7	55	53	96.4	
	8	26	26	100.0	3.9
Students with Disabilities	7	23	22	95.7	
Students Receiving Migrant Education Services	7	29	28	96.5	14.3
	8	21	21	100.0	20.0

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	7	265	260	98.1	10.8
	8	265	260	98.1	10.8
Male	7	134	133	99.3	9.0
	8	134	133	99.3	9.0
Female	7	131	127	97.0	12.6
	8	131	127	97.0	12.6
Hispanic or Latino	7	232	228	98.3	9.7
	8	232	228	98.3	9.7
White	7	18	17	94.4	29.4
	8	18	17	94.4	29.4
Socioeconomically Disadvantaged	7	248	243	98.0	9.5
	8	248	243	98.0	9.5
English Learners	7	55	53	96.4	
	8	55	53	96.4	
Students with Disabilities	7	23	22	95.7	
	8	23	22	95.7	
Students Receiving Migrant Education Services	7	29	28	96.5	17.9
	8	29	28	96.5	17.9

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Parents and guardians have the right and should be given the opportunity to work in a mutually supportive and respectful partnership with the school to help their child succeed. Additionally the school has a School/Student/Parent compact.

Parents and guardians can support their child's learning environment by:

- Monitoring school attendance
- Participating on the School Site Council (SSC)
- Being a Member of the English Learner Advisory Committee (ELAC)/District Learner Advisory Committee(DLAC)
- Participating in the Parenting Partners Program
- Participating in extracurricular activities
- Volunteering at school
- Attending Parent Nights and informational meetings
- Monitoring and regulating television viewing and social media sites
- Planning and participating in activities at home that are supportive of classroom activities
- Participating in decision-making processes by attending the School Site Council and English Learner Advisory Committee meetings

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) 782-7100. All volunteers are required to pass a fingerprint clearance. The district's website (www.portervilleschools.org) also provides a variety of helpful resources and information for parents, students, staff, and community members.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is a primary concern of Bartlett Middle School. Teachers, campus supervisors and administrators supervise students on campus before and after school. During lunch, brunch, and passing periods, campus supervisors, administrators, and class assistants monitor students. All visitors must sign in at the school office and receive proper authorization to be on campus. Visitors are asked by the staff to display their pass at all times. All staff are required to wear identification badges and campus supervisors wear high-visibility safety vests.

The School Site Safety Plan was most recently revised in Spring 2013 by the Safety Committee and is currently under review this academic year. 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. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Emergency drills are held on a regular basis; fire, earthquake, and lockdown drills are held on a rotating basis.

For the safety of our students, all volunteers are fingerprinted and cleared through the Department of Justice. Appointments for fingerprints are made through the school secretary after an interview with the principal or his designee.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	1.0	20.5	13.2
Expulsions Rate	13.9	0.7	1.7
District	2013-14	2014-15	2015-16
Suspensions Rate	6.0	5.9	5.6
Expulsions Rate	0.6	0.3	0.3
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2003-2004	2006-2007
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement	16	
Percent of Schools Currently in Program Improvement	80.0	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.3
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	0
Resource Specialist	0
Other	3
Average Number of Students per Staff Member	
Academic Counselor	505

* 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 (Secondary)												
Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
English	26	23	23	7	9	9	11	16	16	7	1	1
Mathematics	28	22	22	6	13	13	6	9	9	10	1	1
Science	26	30	30	4	1	1	4	11	11	4	5	5
Social Science	34	27	27		1	1	2	17	17	5	1	1

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

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

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

Staff members build teaching skills and concepts through participation in conferences and workshops throughout the year. For the past three years, the district has offered two staff development days.

Monday afternoons are extended and are designated as site staff development days. During this time, teachers are offered a broad-based variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. The school uses the Best Practices teaching strategies and teachers are trained in the techniques each year. Teachers have also been trained on Professional Learning Communities and meet regularly to review data and discuss student needs.

Additional training was provided this academic year in preparation for common core implementation. Training was provided on a pullout basis and was WestEd based.

For additional support in their profession, teachers may enlist the services of the district's Beginning Teacher Support and Assessment (BTSA) facilitator and/or the Peer Assistance and Review (PAR) program.

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,592	\$44,958
Mid-Range Teacher Salary	\$70,374	\$70,581
Highest Teacher Salary	\$90,879	\$91,469
Average Principal Salary (ES)	\$142,276	\$113,994
Average Principal Salary (MS)	\$144,040	\$120,075
Average Principal Salary (HS)	\$162,400	\$130,249
Superintendent Salary	\$209,705	\$218,315
Percent of District Budget		
Teacher Salaries	36%	38%
Administrative Salaries	4%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,496	\$538	\$4,958	\$60,234
District	♦	♦	\$6,336	\$75,802
State	♦	♦	\$5,677	\$74,216
Percent Difference: School Site/District			-21.7	-14.4
Percent Difference: School Site/ State			5.7	-13.2

* Cells with ♦ do not require data.

Types of Services Funded

In addition to general state funding, Porterville Unified School District received state and federal categorical funding for the following support programs:

- Title I, Basic Grant
- Title II, Teacher Quality & Technology
- Title III, Limited English Proficiency
- Title VII, Indian, Native Hawaiian, and Alaska Native Education

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.