

Bartlett Middle School

2021 School Accountability Report Card



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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Bartlett Middle School
Street	335 North G Street
City, State, Zip	Porterville, CA, 93257
Phone Number	559.782.7100
Principal	Mike Tsuboi
Email Address	mtsuboi@portervilleschools.org
School Website	bartlett.portervilleschools.org
County-District-School (CDS) Code	54-75523-6054225

2021-22 District Contact Information

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

2021-22 School Overview

Principal's Message

Bartlett Middle School is an exciting and energetic campus that serves 7th and 8th grade students. 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. The staff also continues to refine its use and understanding of Professional Learning Communities.

Bartlett Middle School continues to use a traditional seven-period schedule focused on data and standards driven instruction in all academic areas. All staff is committed to providing a welcoming atmosphere and strategic learning opportunities for all students. The 2021.2022 school year should see much of the same with a greater emphasis on the Mathematics and English curricula. 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. The mission of Bartlett Middle School is to provide students a dynamic, engaging, and effective educational experience that prepares them with the skills to be productive citizens in a global 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 over 14,000 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, three dependent charter schools, one continuation high school, and one alternative site.

Bartlett Middle School serves students in grades seven and eight on a traditional calendar schedule. The curriculum is based on improving literacy and mathematical comprehension, with special emphasis placed on cultural awareness. Diverse literature

2021-22 School Overview

selections and various cultural observances promote a climate of tolerance and acceptance among students and faculty.

During the 2021.2022 school year, 516 students were enrolled at the school. Student demographics are displayed in the chart.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	266
Grade 8	285
Total Enrollment	551

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45
Male	54.8
American Indian or Alaska Native	0.7
Asian	1.6
Black or African American	1.3
Filipino	0.7
Hispanic or Latino	87.1
Native Hawaiian or Pacific Islander	1.3
Two or More Races	0.5
White	6.7
English Learners	25.4
Foster Youth	0.7
Homeless	0.5
Socioeconomically Disadvantaged	95.8
Students with Disabilities	7.3

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.7	67.5	498.1	80.4	228366.1	83.1
Intern Credential Holders Properly Assigned	3.0	11.4	27.9	4.5	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.1	8.2	33.1	5.3	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.3	9.0	42.4	6.8	12115.8	4.4
Unknown	1.0	3.8	17.8	2.9	18854.3	6.9
Total Teaching Positions	26.3	100.0	619.4	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	2.0
Misassignments	0.1
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	2.1

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	2.3
Total Out-of-Field Teachers	2.3

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 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.

Year and month in which the data were collected	August 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson: My Perspectives/Adopted 2020	Yes	0.0%
Mathematics	Big Ideas MATH Course 2, Course 3 and Accelerated Course 2 Adopted 2016	Yes	0.0%
Science	Glencoe/Adopted 2001	Yes	0.0%
History-Social Science	McDougal Little/2006	Yes	0.0%

School Facility Conditions and Planned Improvements

Bartlett Middle School, originally constructed in 1938, is currently comprised of 26 classrooms (including portables), a band room, a maker space, 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. During the 2017 school year construction of the Lobby was completed.

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 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Torn wallpaper: Room 9,10,12 Stained carpet: Room 10 Worn floor: YES Program Room
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

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 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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	571	NT	NT	NT	NT
Female	257	NT	NT	NT	NT
Male	312	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	495	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	39	NT	NT	NT	NT
English Learners	135	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	546	NT	NT	NT	NT
Students Receiving Migrant Education Services	71	NT	NT	NT	NT
Students with Disabilities	45	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	571	NT	NT	NT	NT
Female	257	NT	NT	NT	NT
Male	312	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	495	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	39	NT	NT	NT	NT
English Learners	135	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	28	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	546	NT	NT	NT	NT
Students Receiving Migrant Education Services	71	NT	NT	NT	NT
Students with Disabilities	45	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	596	535	90	10	35
Female	269	241	90	10	38
Male	325	292	90	10	32
American Indian or Alaska Native	5	<11 Students	<11 Students	<11 Students	<11 Students
Asian	10	<11 Students	<11 Students	<11 Students	<11 Students

Black or African American	8	<11 Students	<11 Students	<11 Students	<11 Students
Filipino	4	<11 Students	<11 Students	<11 Students	<11 Students
Hispanic or Latino	514	470	91	9	34
Native Hawaiian or Pacific Islander	8	<11 Students	<11 Students	<11 Students	<11 Students
Two or More Races	4	<11 Students	<11 Students	<11 Students	<11 Students
White	43	32	74	26	35
English Learners	137	128	93	7	6
Foster Youth	4	<11 Students	<11 Students	<11 Students	<11 Students
Homeless	17	7	41	59	12
Military	0	NA	NA	NA	NA
Socioeconomically Disadvantaged	565	510	90	10	34
Students Receiving Migrant Education Services	72	69	96	4	33
Students with Disabilities	47	41	87	13	9

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	596	535	90	10	30
Female	269	241	90	10	31
Male	325	292	90	10	29
American Indian or Alaska Native	5	<11 Students	<11 Students	<11 Students	<11 Students
Asian	10	<11 Students	<11 Students	<11 Students	<11 Students
Black or African American	8	<11 Students	<11 Students	<11 Students	<11 Students
Filipino	4	<11 Students	<11 Students	<11 Students	<11 Students
Hispanic or Latino	514	471	92	8	30
Native Hawaiian or Pacific Islander	8	<11 Students	<11 Students	<11 Students	<11 Students
Two or More Races	4	<11 Students	<11 Students	<11 Students	<11 Students
White	43	31	72	28	19
English Learners	137	125	91	9	9
Foster Youth	4	<11 Students	<11 Students	<11 Students	<11 Students
Homeless	17	6	35	65	6
Military	0	NA	NA	NA	NA
Socioeconomically Disadvantaged	565	510	90	10	30
Students Receiving Migrant Education Services	72	66	92	8	22

Students with Disabilities	47	40	85	15	6
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*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	294	NT	NT	NT	NT
Female	133	NT	NT	NT	NT
Male	160	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	259	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	16	NT	NT	NT	NT
English Learners	70	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	18	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	283	NT	NT	NT	NT
Students Receiving Migrant Education Services	42	NT	NT	NT	NT
Students with Disabilities	19	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

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) / District Advisory Committee (DAC)
- Being a Member of the English Learner Advisory Committee (ELAC) / District Learner English Advisory Committee (DELAC)
- Participating in the PIQE 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

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 undergo 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	583	580	183	31.6
Female	263	262	83	31.7
Male	318	316	100	31.6
American Indian or Alaska Native	5	5	0	0.0
Asian	10	10	2	20.0
Black or African American	8	8	6	75.0
Filipino	4	4	1	25.0
Hispanic or Latino	505	502	151	30.1
Native Hawaiian or Pacific Islander	8	8	4	50.0
Two or More Races	4	4	2	50.0
White	39	39	17	43.6
English Learners	153	153	51	33.3
Foster Youth	7	7	5	71.4
Homeless	17	16	15	93.8
Socioeconomically Disadvantaged	558	555	182	32.8
Students Receiving Migrant Education Services	72	72	23	31.9
Students with Disabilities	47	46	27	58.7

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.72	0.00	5.04	0.19	3.47	0.20
Expulsions	0.00	0.00	0.20	0.01	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.64	3.95	2.45
Expulsions	0.66	0.25	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 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 is required to wear identification badges and campus supervisors wear high-visibility safety vests.

The School Site Safety Plan is continually updated and revised as needed by the Safety Committee and was recently reviewed and approved on December 16, 2020 by the School Site Council. 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 lock-down 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. Anyone entering campus is also signed in at the front desk using the Raptor system. The Raptor system scans government ID cards, such as a driver's license, and creates a customized visitor sticker, complete with a picture, that the visitor wears while on campus.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	14	15	
Mathematics	20	17	10	
Science	24	4	17	
Social Science	24	4	17	

2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	3	24	
Mathematics	24	9	14	2
Science	27	2	19	
Social Science	26	5	15	2

2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	16	14	2
Mathematics	22	10	16	1
Science	25	7	15	
Social Science	26	5	14	2

2020-21 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	551

2020-21 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 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	\$5,496	\$538	\$4,958	\$60,234
District	N/A	N/A	\$6,336	\$85,157
Percent Difference - School Site and District	N/A	N/A	-24.4	-31.8
State			\$8,444	\$86,376
Percent Difference - School Site and State	N/A	N/A	-52.0	-33.6

2020-21 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

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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
Beginning Teacher Salary	\$55,995	\$52,562
Mid-Range Teacher Salary	\$84,576	\$83,575
Highest Teacher Salary	\$109,219	\$104,166
Average Principal Salary (Elementary)	\$164,960	\$131,875
Average Principal Salary (Middle)	\$173,310	\$137,852
Average Principal Salary (High)	\$183,764	\$150,626
Superintendent Salary	\$246,373	\$260,243
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	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 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 five district wide staff development days.

Wednesdays are early release days designated as site staff development days with 3-6 days being District-wide staff development days. 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 and inspiring students, Illuminate, instructional rounds, and meeting Progress Adviser instructional goals. Teachers also use Professional Learning Communities that meet regularly to review data and discuss student needs, and to plan instruction and assessment. District instructional coaches offer classroom services as additional professional development.

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	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Porterville Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

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

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6441	1242	19.28	80.72	48.62
Female	3142	629	20.02	79.98	54.88
Male	3297	613	18.59	81.41	42.20
American Indian or Alaska Native	161	14	8.70	91.30	28.57
Asian	92	18	19.57	80.43	62.50
Black or African American	26	3	11.54	88.46	--
Filipino	44	15	34.09	65.91	80.00
Hispanic or Latino	5431	1052	19.37	80.63	47.47
Native Hawaiian or Pacific Islander	23	1	4.35	95.65	--
Two or More Races	125	17	13.60	86.40	47.06
White	539	122	22.63	77.37	56.20
English Learners	1607	202	12.57	87.43	11.94
Foster Youth	44	6	13.64	86.36	--
Homeless	164	4	2.44	97.56	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	5832	1055	18.09	81.91	46.23
Students Receiving Migrant Education Services	616	83	13.47	86.53	43.37
Students with Disabilities	430	82	19.07	80.93	11.25

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6441	1205	18.71	81.29	17.90
Female	3142	623	19.83	80.17	20.20
Male	3297	582	17.65	82.35	15.45
American Indian or Alaska Native	161	11	6.83	93.17	20.00
Asian	92	15	16.30	83.70	40.00
Black or African American	26	3	11.54	88.46	--
Filipino	44	15	34.09	65.91	26.67
Hispanic or Latino	5431	1028	18.93	81.07	16.17
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	125	18	14.40	85.60	27.78
White	539	115	21.34		26.96
English Learners	1607	200	12.45	87.55	2.56
Foster Youth	44	5	11.36	88.64	--
Homeless	164	4	2.44	97.56	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	5832	1030	17.66	82.34	15.94
Students Receiving Migrant Education Services	616	82	13.31	86.69	20.99
Students with Disabilities	430	75	17.44	82.56	2.70