Bartlett Middle School School
2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.
	- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
	- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
	- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
	A hard copy of the School Accountability Report Card is available at your School Office, upon request.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Bartlett Middle School School
Street	335 North G Street
City, State, Zip	Porterville, CA, 93257
Phone Number	(559) 782-7100
Principal	Trent Matthiesen
Email Address	tmatthiesen@portervilleschools.org
School Website	bartlett.portervilleschools.org
Grade Span	7-8
County-District-School (CDS) Code	54-75523-6054225

2024-25 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	portervilleschools.org

2024-25 School Description and Mission Statement

Principal's Message

Bartlett Middle School is an exciting and energetic campus that serves our 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 socio-emotional resilience, are valued. Students receive a calibrated and equitable classroom learning experience, and receive any necessary supports via our implementation of Multi-Tiered Systems of Support (MTSS). Students are able to engage in athletic and artistic endeavors via a multitude of sports, and band/orchestra/choir.

2024-25 School Description and Mission Statement

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 2024-2025 school year should see much of the same with an emphasis on core subjects, as well as exciting new elective classes for students, include Law and Justice, Business, Video Game Production, Home Economics, and AVID classes. 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 fun, engaging education that equips them to be excellent students in middle school and beyond, and to become responsible, community-minded citizens.

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

During the 2024-2025 school year, 455 students were enrolled at the school. Student demographics are displayed in the chart.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	227
Grade 8	198
Total Enrollment	425

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
American Indian or Alaska Native	0.5
Asian	0.5
Black or African American	1.6
Filipino	0.5
Hispanic or Latino	87.8
Native Hawaiian or Pacific Islander	1.2
Two or More Races	0.2
White	7.3
English Learners	27.3
Foster Youth	0.5
Homeless	1.6
Migrant	12.5
Socioeconomically Disadvantaged	84
Students with Disabilities	10.8

A. Conditions of Learning	State Priority: Basic
	The SARC provides the following information relevant to the State priority: Basic (Priority 1): • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching; • Pupils have access to standards-aligned instructional materials; and • School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.70	67.54	498.10	80.41	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	11.39	27.90	4.52	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.10	8.20	33.10	5.34	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.30	9.00	42.40	6.85	12115.80	4.41
Unknown/Incomplete/NA	1.00	3.80	17.80	2.88	18854.30	6.86
Total Teaching Positions	26.30	100.00	619.40	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.20	67.19	523.00	79.83	234405.20	84.00
Intern Credential Holders Properly Assigned	2.80	10.41	28.20	4.32	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.10	11.62	31.60	4.83	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.90	7.21	43.50	6.64	11953.10	4.28
Unknown/Incomplete/NA	0.90	3.49	28.70	4.38	15831.90	5.67
Total Teaching Positions	27.10	100.00	655.20	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 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)	22.60	84.26	483.20	77.28	231142.40	100.00
Intern Credential Holders Properly Assigned	2.00	7.43	33.90	5.42	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.90	3.68	43.50	6.97	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	4.46	47.40	7.59	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.11	17.10	2.73	14303.80	5.15
Total Teaching Positions	26.90	100.00	625.30	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	2.00	2.00	0.9
Misassignments	0.10	1.10	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	2.10	3.10	0.9

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	2.30	1.90	1.2
Total Out-of-Field Teachers	2.30	1.90	1.2

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.60	2	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	17.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Porterville Unified School District held a Public Hearing on August 22, 2024 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 2024-2025 school year.

Year and month in which the data were collected	August 2024

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	Houghton Mifflin, Larson Big Ideas Adopted 2016	Yes	0.0%
Science	Accelerate Learning, STEMscopes/Adopted 2022	Yes	0.0%
History-Social Science	Cengage, National Geographic Learning/Adopted 2022	Yes	0.0%
Health	Positive Prevention PLUS/Adopted 2015	Yes	0.0%

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

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	July 2024

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		Holes in wall: Rm 1A, 2, 14, 15, 18, 19, 25, Main girls RR, Yes rm, Band rm Baseboard Damage: Rm 5, 6 Wall damage: Rm 3, 5, 23, Multipurpose rm Damaged floor tiles: Rm 21, 23 Carpet damage: Rm 20 Floor damage: Rm 24
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Exposed wires: Rm 2, 8, 10, 17, 19, 20, Library Lightbulbs out: Rm 4, 14, 15, 16, 17, 18, 19, 22A, 23, 24, 25
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	Missing soap dispenser: Main boys RR Sink non-op: Main boys RR Stained tile grout: Multi use girls RR Faucet pressure: Rm 9, 11, 13, 22A, 24, West boys RR,
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Bleacher damage: Covered annex

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).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	28	25	40	41	46	47
Mathematics (grades 3-8 and 11)	18	22	26	27	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	451	437	96.90	3.10	25.17
Female	215	209	97.21	2.79	27.75
Male	235	227	96.60	3.40	22.91
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	399	387	96.99	3.01	23.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	29	27	93.10	6.90	37.04
English Learners	115	112	97.39	2.61	5.36
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	390	376	96.41	3.59	22.61
Students Receiving Migrant Education Services	57	56	98.25	1.75	12.50
Students with Disabilities	53	50	94.34	5.66	0.00

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	451	440	97.56	2.44	22.27
Female	215	212	98.60	1.40	20.28
Male	235	227	96.60	3.40	24.23
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	398	389	97.74	2.26	22.88
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	28	93.33	6.67	10.71
English Learners	114	113	99.12	0.88	8.85
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	390	379	97.18	2.82	21.11
Students Receiving Migrant Education Services	57	57	100.00	0.00	15.79
Students with Disabilities	53	50	94.34	5.66	0.00

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.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	14.89	15.79	20.95	19.30	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	214	210	98.13	1.87	15.71
Female	101	101	100.00	0.00	12.87
Male	112	108	96.43	3.57	18.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	189	185	97.88	2.12	16.22
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	0.00
English Learners	47	47	100.00	0.00	4.26
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	184	180	97.83	2.17	14.44
Students Receiving Migrant Education Services	25	25	100.00	0.00	8.00
Students with Disabilities	30	29	96.67	3.33	0.00

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results.   The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	100	99.6	99.6	100	100

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.

2024-25 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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	474	461	103	22.3
Female	227	223	50	22.4
Male	246	237	52	21.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	417	404	84	20.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	34	34	16	47.1
English Learners	134	129	20	15.5
Foster Youth	--	--	--	--
Homeless	16	13	7	53.8
Socioeconomically Disadvantaged	460	447	101	22.6
Students Receiving Migrant Education Services	60	59	4	6.8
Students with Disabilities	57	54	11	20.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.9	4.09	2.95	2.05	2.26	2.01	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.18	0.43	1.48	0.09	0.16	0.28	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.95	1.48
Female	3.08	1.32
Male	2.85	1.63
Non-Binary	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	2.88	1.68
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.88	0.00
English Learners	1.49	1.49
Foster Youth	0.00	0.00
Homeless	6.25	0.00
Socioeconomically Disadvantaged	3.04	1.52
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.51	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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 November 20th, 2023 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.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per 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	18	27	11	
Mathematics	21	15	12	1
Science	21	11	14	
Social Science	22	7	16	

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	15	37	5	
Mathematics	18	19	5	
Science	18	17	8	
Social Science	20	13	9	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	22	13	
Mathematics	16	23	4	
Science	18	20	4	
Social Science	22	6	13	

2023-24 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	425

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	$10,870	$970	$9,900	$93,939
District	N/A	N/A	$5,822	$93,066
Percent Difference - School Site and District	N/A	N/A	51.9	0.9
State	N/A	N/A	$10,771	$97,756
Percent Difference - School Site and State	N/A	N/A	-8.4	-4.0

Fiscal Year 2023-24 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

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	$62,851	$59,551
Mid-Range Teacher Salary	$94,933	$93,855
Highest Teacher Salary	$122,594	$120,219
Average Principal Salary (Elementary)	$190,074	$151,525
Average Principal Salary (Middle)	$199,787	$158,215
Average Principal Salary (High)	$210,094	$171,087
Superintendent Salary	$300,638	$300,043
Percent of Budget for Teacher Salaries	25%	31%
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 department and site-wide PLCs 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 PUSD Goals, Culture, and professional growth opportunities. 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	4